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ABSTRACT

This manual contains typed texts for each level of the Summative Booklist for Narrative Texts. The 38 typed texts are included for use with running records and oral reading strategies analysis. Each form and/or procedure is accompanied by specific explanations, directions, and where appropriate, examples to guide usage. The manual is intended to be a process for formative and summative assessment for Grades K-2 providing for documentation of students' growth over time as well as on-demand task performance. Attached is a spelling and writing continuum summative profile, a reading continuum summative profile, and a reading documentation form. (RS)

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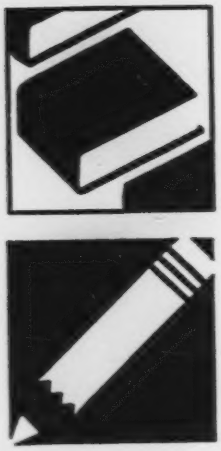

Grades K – 2

Literacy Assessment

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TYPED TEXT FOR SUMMATIVE NARRATIVE BOOKLIST

CS 216 225

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education • Department of Public Instruction
Instructional Services • Fall, 1997

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Grades 1 – 2 Literacy Assessment

NOTES TO THE USER

1. Grades K-2 Literacy Assessment is intended to be a process for formative and summative assessment for Grades K-2. It provides for documentation of students' growth over time (formative assessment) as well as on-demand task performance (summative assessment). Standardized procedures for collecting data and documenting the data collected address accountability issues to ensure consistent administration across the state.
2. Each form and/or procedure is accompanied by specific explanations, directions, and where appropriate, examples to guide usage. It is important that directions and procedures are clearly understood and followed closely to maintain validity and reliability of both the process and the product. Thus, the integrity of the instrument will remain intact across the state.
3. **Typed texts are included for use with running records and oral reading strategies analysis. This manual contains typed texts for each level of the Summative Booklist for Narrative Texts. Teachers may duplicate them for use with individual students. Copyright permission has been granted and fees have been paid to the appropriate sources.**
4. Each school or school system should establish a resource contact person(s) who is familiar with the overall process of Grades K-2 Literacy Assessment. This contact person would be responsible for monitoring procedures, helping classroom teachers understand the forms, assisting teachers in using the materials, and responding to school and/or system specific questions. When assistance is needed, teachers should know to call the local resource representative. Administrative support at the school level is crucial to the success of the overall process. Updates and/or follow-up information concerning the Grades K-2 Literacy Assessment will be included in the quarterly English Language Arts Update.
5. A list of trainers who can provide in-service on the Grades K-2 Literacy Assessment is available through the English Language Arts Section at DPI. If specific information on details of specific procedures is needed, you may call Mary R. Rose at (919) 715-1888 or Shirley Staten at (919) 715-5548.

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Student Name ____________________

Book Level 1-2

Introductory Statement: This is a book about colors. Read it to learn about all of the colors you can see. Note: If the child chooses to look at the pictures, repeat the introductory statement.

I See Colors

Rozanne Lanczak Williams

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. I see red.		
2. I see blue.		
3. I see yellow.		
4. I see green.		
5. I see orange.		
6. I see brown.		
7. I see colors all around!		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level 3-4

Introductory Statement: This is a story about a child who went for a walk. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

I Went Walking

Sue Williams

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. I went walking.		
2. What did you see?		
3. I saw a black cat Looking at me.		
4. I went walking.		
5. What did you see?		
6. I saw a brown horse Looking at me.		
7. I went walking.		
8. What did you see?		
9. I saw a red cow Looking at me.		
10. I went walking.		
11. What did you see?		
12. I saw a green duck Looking at me.		
13. I went walking.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
14.	What did you see?		
15.	I saw a pink pig Looking at me.		
16.	I went walking.		
17.	What did you see?		
18.	I saw a yellow dog Looking at me.		
19.	I went walking.		
20.	What did you see?		
21.	I saw a lot of animals Following me!		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level 3-4

Introductory Statement: This story is about a girl and several animals who took a ride on a bus. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Bus Ride	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. A girl got on the bus.		
2. Then the bus went fast.		
3. A boy got on the bus.		
4. Then the bus went fast.		
5. A fox got on the bus.		
6. Then the bus went fast.		
7. A hippopotamus got on the bus.		
8. Then the bus went fast.		
9. A goat got on the bus.		
10. Then the bus went fast.		
11. A rhinoceros got on the bus.		
12. Then the bus went fast.		
13. A fish got on the bus.		
14. Then the bus went fast.		
15. A horse got on the bus.		
16. Then the bus went fast.		
17. A rabbit got on the bus.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
18. Then the bus went fast.		
19. A bee got on the bus.		
20. Then!		
21. The rabbit got off the bus.		
22. The horse got off the bus.		
23. The fish got off the bus.		
24. The rhinoceros got off the bus.		
25. The goat got off the bus.		
26. The hippopotamus got off the bus.		
27. The fox got off the bus.		
28. The boy got off the bus.		
29. The girl got off the bus.		
30. Then they all ran fast.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level 5-6

Introductory Statement: This is a story about a duckling and a chick who hatch while their mothers are away. The young birds have an adventure together. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Chick and the Duckling *Mirra Ginsburg*	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. A Duckling came out of the shell.		
2. "I am out!" he said.		
3. "Me too," said the Chick.		
4. "I am taking a walk," said the Duckling.		
5. "Me too," said the Chick.		
6. "I am digging a hole," said the Duckling.		
7. "Me too," said the Chick.		
8. "I found a worm," said the Duckling.		
9. "Me too," said the Chick.		
10. "I caught a butterfly," said the Duckling.		
11. "Me too," said the Chick.		
Subtotal		

10

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
12. "I am going for a swim," said the Duckling.		
13. "Me too," said the Chick.		
14. "I am swimming," said the Duckling.		
15. "Me too!" cried the Chick.		
16. The Duckling pulled the Chick out.		
17. "I'm going for another swim," said the Duckling.		
18. "Not me," said the Chick.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

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11

Student Name ______________________

Book Level 7-8

Introductory Statement: This story is about a little girl's pet frog and his adventures in a grocery store. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

	Catch That Frog	**Oral Reading Strategies** Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	Carol and her mother went to the store.		
2.	Her mother got a cart.		
3.	Carol put milk in the cart.		
4.	She put bananas in the cart.		
5.	A frog jumped out of Carol's pocket.		
6.	The frog was Carol's pet.		
7.	The frog jumped across the store.		
8.	Carol ran after it.		
9.	The frog jumped over the oranges.		
10.	It jumped under the oranges.		
11.	Carol caught the frog.		
12.	It got away again.		
13.	The frog jumped behind the bread.		
14.	It jumped in front of the bread.		
15.	The frog jumped on a boy.		
16.	It jumped off the boy.		
17.	The frog jumped around the store.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
18. Carol ran around the store after the frog.		
19. The boy ran around the store after the frog.		
20. The frog jumped into the cart.		
21. Carol caught the frog.		
22. She was happy she had her frog back.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level ________7-8________

Introductory Statement: This story is about a little girl and her doll. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

My Doll *Joseph Yukish*	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. My doll likes to eat cupcakes.		
2. I like to eat cupcakes.		
3. My doll likes to hold my hand.		
4. I like to hold her hand.		
5. My doll likes to go for a ride.		
6. I like to go for a ride.		
7. My doll likes to give me a hug.		
8. I like to give her a hug.		
9. My doll likes to take a nap.		
10. I like to take a nap with her.		
11. My doll likes to kiss my cheek.		
12. I like to kiss her and say...		
13. ...I love you.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
correct ________

Student Name ________________

Book Level 7-8

Introductory Statement: Look at the cover. What do you think the boy is holding? Why do you think he is holding it so close? Read this book the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Blanket

John Burningham

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. When I go to bed I always take my blanket.		
2. One night I could not find my blanket.		
3. Mommy looked in the bathroom.		
4. Daddy looked in the closet.		
5. And I looked under my bed.		
6. But we could not find the blanket.		
7. So Mommy looked in the hamper.		
8. And Daddy looked in the car.		
9. But I found the blanket under my pillow and went to sleep.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level 7-8

Introductory Statement: This book is about a truck driver who got stuck in a traffic jam. Read to find out what happened. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Traffic Jam

Leslie Harper

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. The truck driver looked down the road.		
2. He saw a long line of cars.		
3. "What is it?" asked the truck driver.		
4. "I can't go," said the driver in the yellow car.		
5. "I can't go," said the driver in the blue car.		
6. "I can't go," said the driver in the red car.		
7. "I can't go," said the driver of the black car.		
8. She saw a mother and her ducklings crossing the street.		
9. "Now I can go," said the driver in the black car.		
10. "Now I can go," said the driver in the red car.		
11. "Now I can go," said the driver in the blue car.		
12. "Now I can go," said the driver in the yellow car.		
13. "Now I can go," said the truck driver.		
14. He smiled as he drove by the mother and her ducklings.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level 9-10

Introductory Statement: This story is about a lion who couldn't find his tail. Read to find out if he finds his tail. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Lion's Tail	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. Once upon a time a lion couldn't find his tail.		
2. He was very sad.		
3. A mouse came along.		
4. "Why are you sad?"		
5. "I can't find my tail."		
6. "I'll look for it."		
7. The mouse looked in front of the lion.		
8. The mouse looked behind the lion.		
9. But he couldn't find the lion's tail.		
10. A monkey came along.		
11. "Why are you sad?"		
12. "I can't find my tail."		
13. "I'll look for it."		
14. The monkey looked in front of the lion.		
15. The monkey looked behind the lion.		
16. But he couldn't find the lion's tail.		
17. A turtle came along.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
18. "Why are you sad?"		
19. "I can't find my tail."		
20. "I'll look for it."		
21. The turtle looked in front of the lion.		
22. The turtle looked behind the lion.		
23. "I bet I can find your tail."		
24. "Get up, Mr. Lion."		
25. The lion got up.		
26. "You couldn't find your tail because you were sitting on it."		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level 9-10

Introductory Statement: This is a story of a young boy named Willy and the animals he has in his bed. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Zoo in Willy's Bed

Kate Sturman Gorman

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. My little brother Willy has a zoo in his bed.		
2. He has a lion.		
3. He has a frog.		
4. He has three bears.		
5. And he has a monkey.		
6. Willy is the zookeeper.		
7. At night Willy tucks the animals in bed.		
8. He pats lion.		
9. He hugs frog.		
10. He sings to the bears and hugs them too.		
11. He kisses monkey.		
12. But monkey is asleep.		
13. Then Willy gets his hug and kiss.		
14. And I do too.		
15. Goodnight zoo.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
16. Goodnight zookeeper.		
17. Time to go to sleep.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
correct ________

Student Name ______________________________

Book Level 11-12

Introductory Statement: This book is about ten little bears sitting at home looking for something to do. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Ten Little Bears

Mike Ruwe

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. Ten little bears were sitting at home.		
2. They wanted something to do.		
3. One little bear went for a ride in a sailboat.		
4. Then nine little bears were left at home.		
5. One little bear went for a ride in a jeep.		
6. Then eight little bears were left at home.		
7. One little bear went for a ride on a roller coaster.		
8. Then seven little bears were left at home.		
9. One little bear went to the pool to swim.		
10. Then six little bears were left at home.		
11. One little bear went to the park to jump rope.		
12. Then five little bears were left at home.		
13. One little bear went to the barber to get a haircut.		
14. Then four little bears were left at home.		
15. One litte bear went to the store to get bubble gum.		
16. Then three little bears were left at home.		
17. One little bear went to the airport to see the jets.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
18. Then two little bears were left at home.		
19. One little bear went to the firehouse to see the fire trucks.		
20. Then one little bear was left at home.		
21. He was fast asleep.		
22. Soon nine little bears came home.		
23. Then one little bear woke up.		
24. He said, "Let's go the park to play."		
25. Nine little bears said, "No! Let's eat."		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level ________13-14________

Introductory Statement: This book is about a little girl's (boy's) visit at her/his grandma's. Read to find out how they spend the day. Read the story the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Staying with Grandma Norma ***Lynn Salem and Josie Stewart***	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. When I stayed with Grandma Norma, she asked, "What would you like to play today?"		
2. So we played everything I like.		
3. We played games.		
4. We played hide-and-go-seek.		
5. We played in the pool.		
6. We played catch.		
7. When I stayed with Grandma Norma, she asked, "What would you like to make?"		
8. So we made everything I like.		
9. We made a puzzle.		
10. We made cookies.		
11. We made a house.		
12. We made a picture.		
13. When I stayed with Grandma Norma, she asked, "What would you like to eat?"		
14. So we ate everything I like.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
15. We ate peanut butter and jelly sandwiches.		
16. We ate bananas.		
17. We ate cookies.		
18. When I stayed with Grandma Norma, she asked, "What would you like to read?"		
19. So we read everything I like.		
20. We read about dinosaurs.		
21. We read about castles.		
22. We read about sports.		
23. When I stayed with Grandma Norma, she asked, "What would you like to dream about?"		
24. I said, "Another day with you!"		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level 13-14

Introductory Statement: This is a story of Gray Mouse and Brown Mouse who live together. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Two Little Mice ***Retold by Anne Juddery***	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. Once upon a time, there were two little mice.		
2. Every morning, Gray Mouse would set out to look for food.		
3. One day, Gray Mouse did not come home in time for dinner.		
4. Brown Mouse sat down and began to cry.		
5. Along came Squirrel.		
6. "Why are you crying?" he asked.		
7. "Gray Mouse has not come home for dinner!" cried Brown Mouse.		
8. So Squirrel sat down beside her and began to cry as well.		
9. Along came Bird.		
10. "Why are you both crying?" asked Bird.		
11. "Gray Mouse has not come home for dinner!" cried Brown Mouse.		
12. So Bird sat down beside them and they all cried together.		
13. Along came Rabbit.		
14. "Why are you all crying?" asked Rabbit.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
15.	"Gray Mouse has not come home for dinner!" cried Brown Mouse.		
16.	Brown Mouse, Squirrel, and Bird cried even harder.		
17.	"Stop that terrible noise," said Rabbit.		
18.	"Here comes Gray Mouse now!		
19.	Look at all the food she is carrying!"		
20.	"Hooray!" said the animals.		
21.	And they all ran to meet her.		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

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Student Name ______________________

Book Level 15-16

Introductory Statement: In this story, a little girl has an interesting walk with her Grandpa. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

A Walk with Grandpa

Joy Cowley

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	"Why don't you two go for a walk," says Mom.		
2.	"A walk will do you good."		
3.	"OK!" says Grandpa.		
4.	"We're going for a walk."		
5.	Going out with Grandpa is fun.		
6.	He stops to talk to cats and dogs.		
7.	"Here, girl!		
8.	Here, girl!" he says to the dogs – even when they're boys.		
9.	Grandpa looks in the mailbox.		
10.	"Lions have made a nest in here," he says.		
11.	"The mailbox is full of lions."		
12.	"Let me see!" I yell.		
13.	Grandpa lifts me up.		
14.	"All I can see is dark!" I say.		
15.	"That's because the lions have their eyes shut," says Grandpa.		
16.	He laughs.		
17.	He's tricking me.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
18.	Grandpa picks an acorn from a tree.		
19.	He puts the acorn in his mouth and makes it come out of his ear.		
20.	"How do you do that?" I ask.		
21.	He puts it in his ear and makes it come out of his mouth.		
22.	It's another trick.		
23.	We go to the park and swing on the swings.		
24.	"I'll push you second if you push me first," says Grandpa.		
25.	Grandpa is too fat for the slide.		
26.	He gets stuck.		
27.	"Hey mister!" calls a man.		
28.	"That slide is for kids!"		
29.	"I'm only nine years old," says Grandpa.		
30.	"You're not nine," I say.		
31.	"You're sixty-nine."		
32.	"Oh," says Grandpa, "I forgot about the sixty."		
33.	We stop at the duck pond.		
34.	Grandpa talks to the ducks too.		
35.	Sometimes he talks in words and sometimes he talks in quacks.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
36. We take off our shoes and splash in the duck pond.		
37. "Don't kick any goldfish," says Grandpa.		
38. "Goldfish get very sulky if they're kicked."		
39. Grandpa and I climb onto an old steam engine.		
40. Grandpa says we can drive the engine to India.		
41. "India's across the sea," I tell him.		
42. "That doesn't matter," says Grandpa.		
43. "This old engine's so good, it can go to the moon."		
44. He's tricking again.		
45. On the way home, we stop at the shop.		
46. Grandpa gets four ice-cream cones.		
47. "Two each!" I say.		
48. "Wow!"		
49. "Ice cream does you good," says Grandpa.		
50. "We'd better eat them before they melt."		
51. When we get home, Mom says, "Did you have a nice walk?"		
52. "No," says Grandpa.		
53. "It was very boring."		
54. Mom laughs.		
55. "I think you're tricking me," she says.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
56. "I'm never tricky!" says Grandpa.		
57. "How can you say such a thing?"		
58. I laugh too.		
59. "You're the trickiest Grandpa in the world!"		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level 15-16

Introductory Statement: This is a story about a big, black hen who sees a fox in the bushes. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Hattie and the Fox

Mem Fox

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	Hattie was a big black hen.		
2.	One morning she looked up and said, "Goodness gracious me!		
3.	I can see a nose in the bushes!"		
4.	"Good grief!" said the goose.		
5.	"Well, well!" said the pig.		
6.	"Who cares?" said the sheep.		
7.	"So what?" said the horse.		
8.	"What next?" said the cow.		
9.	And Hattie said, "Goodness gracious me!		
10.	I can see a nose and two eyes in the bushes!"		
11.	"Good grief!" said the goose.		
12.	"Well, well!" said the pig.		
13.	"Who cares?" said the sheep.		
14.	"So what?" said the horse.		
15.	"What next?" said the cow.		
16.	And Hattie said, "Goodness gracious me!		
17.	I can see a nose, two eyes, and two ears in the bushes!"		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
18.	"Good grief!" said the goose.		
19.	"Well, well!" said the pig.		
20.	"Who cares?" said the sheep.		
21.	"So what?" said the horse.		
22.	"What next?" said the cow.		
23.	And Hattie said, "Goodness gracious me!		
24.	I can see a nose, two eyes, two ears, and two legs in the bushes!"		
25.	"Good grief!" said the goose.		
26.	"Well, well!" said the pig.		
27.	"Who cares?" said the sheep.		
28.	"So what?" said the horse.		
29.	"What next?" said the cow.		
30.	And Hattie said, "Goodness gracious me!		
31.	I can see a nose, two eyes, two ears, two legs, and a body in the bushes!"		
32.	"Good grief!" said the goose.		
33.	"Well, well!" said the pig.		
34.	"Who cares?" said the sheep.		
35.	"So what?" said the horse.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
36. "What next?" said the cow.		
37. And Hattie said, "Goodness gracious me!		
38. I can see a nose, two eyes, two ears, a body, four legs, and a tail in the bushes!		
39. It's a fox!		
40. It's a fox!"		
41. And she flew very quickly into a nearby tree.		
42. "Oh, no!" said the goose.		
43. "Dear me!" said the pig.		
44. "Oh, dear!" said the sheep.		
45. "Oh, help!" said the horse.		
46. But the cow said, "MOO!" so loudly that the fox was frightened and ran away.		
47. And they were all so surprised that none of them said anything for a very long time.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

34

Student Name ______________________

Book Level ______15-16______

Introductory Statement: This story is about a family that had problems when they got a new dog named Princess. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Until We Got Princess

Rob Thomas

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. Friends used to like coming to our house... until we got Princess.		
2. We used to have a clean and tidy house... until we got Princess.		
3. Our neighbors used to like us... until we got Princess.		
4. We used to be able to sleep at night... until we got Princess.		
5. Rob used to have a big, fluffy teddy bear... until we got Princess.		
6. Mom used to have beautiful shoes... until we got Princess.		
7. "Do something, or that dog must go!" warned Mom.		
8. So Rob trained her.		
9. Then everyone was happy, even Princess... until we got Prince!		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level 17-18

Introductory Statement: This book is about two friends named Mike and Reed who go camping together. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Great Outdoors ***Linda Hartley***	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. School was out, and Mike was looking for things to do.		
2. "I have two days off from work," said Mom.		
3. "Why don't we go away and sleep outdoors one night?"		
4. "Great!" said Mike.		
5. "Could I ask Reed to come, too?"		
6. "You can call Reed right now," said Mom.		
7. "Then, if he wants to go, I'll speak to his mother and father."		
8. Reed's mother and father said that Reed could go, so he and Mike were very happy.		
9. They helped Mike's mother get things ready and put them into the car.		
10. Then the three of them jumped into the car and took off.		
11. "We're going to a place that has little huts that are open at one end," said Mom.		
12. "We can sleep in one of the huts and look out and see things."		
13. When they came to the hut, they took their things out of the car.		
Subtotal		

36

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
14.	After that, Mom said, "Now we're ready to have some fun!"		
15.	First they had meat, bread, and other good things to eat.		
16.	"That was great!" said Reed.		
17.	"I like eating outdoors best of all," said Mom.		
18.	They played for a while.		
19.	Then they did some singing.		
20.	Soon Mom said, "It's time to go to sleep."		
21.	So they all got into their sleeping bags.		
22.	As they went to sleep, they could see the big, round moon up in the night sky.		
23.	The next morning, while the others were still sleeping, Mike opened his eyes.		
24.	He saw a surprising thing.		
25.	"Reed," said Mike very quietly, "stay still and don't get up.		
26.	But look over there!"		
27.	The two friends stayed very still.		
28.	They watched the mother and her two babies feed on the green plants.		
29.	All at once, the mother smelled the air.		
30.	She looked over and saw Mike and Reed.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
31. Now her eyes were very round.		
32. She turned to show her babies that they had to go.		
33. Then the three animals ran away into the trees.		
34. By now the sun was up and the sky was blue.		
35. Mike and Reed told Mike's mother about what they saw.		
36. "That's great!" she said.		
37. Then she said, "Let's take a hike.		
38. Who knows?		
39. We may see even more animals."		
40. They hiked up to a peak.		
41. Big birds with rounded beaks were flying in the air.		
42. Mom said, "They are looking for small animals to eat."		
43. Mike, his mother, and Reed watched the birds fly at great speed as they tried to get things to eat.		
44. They stayed until the birds landed in some trees far away.		
45. After the last bird landed, Reed looked up and said, "What's that floating in the air?"		
46. Mom said, "I think these birds have just left something for you.		
47. They want you to think about them when you get home!"		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
48. "Every time we look at these," said Reed, "we'll think about the great outdoors!"		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

possible ________
# correct ________

Student Name ____________________

Book Level 17-18

Introductory Statement: This book is about a girl named Wendy and her new puppy. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Wendy's Puppy

Kathryn Riley

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. "When will Aunt Jane bring the puppies?" said Wendy.		
2. "I can't wait to pick out my new puppy!"		
3. "Aunt Jane will be here in about two hours," Mother told Wendy.		
4. "You can help me with some things while we wait.		
5. A puppy needs good care, you know."		
6. "First, a puppy needs something to eat from and something to drink from," said Mother.		
7. "Your puppy can eat from one of these and drink from the other."		
8. "And a puppy needs a bed," said Mother.		
9. "You can help me with this bed while we wait.		
10. Then we can put it in your room."		
11. "This is a good bed," said Wendy.		
12. "Will the puppy have to stay on it all night?"		
13. "Yes, it will," said Mother.		
14. Next, Wendy ran out see her father.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
15. "I can't wait to pick out my new puppy!"		
16. "Well, Aunt Jane will be here in about an hour," said Father.		
17. "You can help me with this doghouse while we wait."		
18. "This is a great doghouse!" said Wendy.		
19. "The puppy can stay in it while I'm at school."		
20. Aunt Jane came right on time.		
21. Wendy ran to give her a hug.		
22. "Mother and I made a bed, and Father and I made a doghouse," Wendy said.		
23. "Can I pick out a puppy now?"		
24. "I do not think you have to pick out a puppy," said Mother.		
25. Father said, "I think your puppy has picked YOU!"		
26. Wendy and her new puppy played for hours.		
27. They ran and jumped, jumped and ran.		
28. Then they played and played until it was time to come in to eat.		
29. Mother showed Wendy how to give her puppy food and water.		
30. Then they all went out for a walk.		
31. After that, Wendy and the puppy played in Wendy's room for hours.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
32. When night came, Father said, "We'd better tell Wendy that it's time for bed."		
33. "It's very quiet in there, isn't it?" said Mother.		
34. When Mother and Father went to Wendy's room, they had a big surprise.		
35. Wendy was not in her bed.		
36. The puppy was not in its bed.		
37. There were Wendy and her puppy sleeping on the rug!		
38. "Now we know why it was so quiet in here," said Father.		
39. "It's quiet now," said Mother, "but just wait until morning!"		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

42

# possible ______
# correct ______

Student Name ____________________

Book Level 19-20

Introductory Statement: King Amadou lived in Africa. He wanted a friend very much. Read this story the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

A Friend For King Amadou

Robert McKissack

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. The Ashanti people have this old saying: "Even a king needs a friend."		
2. In a way back time, in a faraway land, there lived the great king Amadou.		
3. The king had everything he needed.		
4. But most of all, he wanted a good friend.		
5. "If I were not your king, would you still be my friends?" Amadou asked the people who worked for him.		
6. "How can you even ask that?" said all the people around him.		
7. "Long live Amadou!" they all shouted.		
8. "Soon I will find out," Amadou thought.		
9. One morning before the sun came up, Amadou quietly left the Great House.		
10. No one saw him leave.		
11. No one would ever know that it was King Amadou, because he looked like a poor man.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
12.	Before long, Amadou saw the boy who brought cooking oil to the Great House every day.		
13.	"Where are you going?" Amadou asked.		
14.	"To see the king," said the boy.		
15.	"What do you think of your king?" Amadou asked.		
16.	"Well, he's all right, but he laughs too much!" the boy said.		
17.	Then he quickly ran away.		
18.	Amadou was surprised.		
19.	He worked very hard, but he also liked to have a good laugh.		
20.	He sat under a big tree to think.		
21.	Before long, the king's cook came by.		
22.	"Where are you going?" Amadou asked.		
23.	"To see the king," said the cook.		
24.	"Tell me, what do you think of your king?" Amadou asked.		
25.	"Well, he's all right," said the cook.		
26.	"But he takes too long to eat, because he tells so many jokes."		
27.	Amadou was even more surprised.		
28.	"I do like to take my time eating," he thought.		
29.	"And I do tell jokes while I eat.		
30.	But I always thought people liked them."		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
31. The king came to the house where the man who made pots lived.		
32. "That is a great pot you are making," said Amadou.		
33. "It must be for your king."		
34. "No," said the man.		
35. "I will keep this one for myself."		
36. Then he pulled out another pot and said, "I'll give this one to the king."		
37. "But that one is not nearly as good," said Amadou.		
38. "The king will never notice," said the man.		
39. "He never even looks at the pots that he eats from.		
40. All he ever does is tell jokes!"		
41. Amadou was sad.		
42. "I guess I do tell too many jokes," he thought.		
43. "But isn't there one person who likes me the way I am?		
44. Isn't there one person that I can call a friend?"		
45. Then it started to rain.		
46. A man called out, "Come in quickly, and get out of the rain."		
47. Amadou went inside the man's small house.		
48. "My name is Lipo," said the man.		
Subtotal		

45

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		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
49.	"You are wet, and you must be cold.		
50.	I'll boil some water and give you something warm to drink."		
51.	"Thank you," said Amadou, "but I can't pay you for it."		
52.	"I don't want any pay," said Lipo.		
53.	Lipo gave Amadou the warm drink.		
54.	"Now, have something to eat with me," said Lipo.		
55.	"I have more than enough."		
56.	They started eating.		
57.	"Eat more!" said Lipo.		
58.	Then they started telling jokes.		
59.	Amadou laughed with joy.		
60.	He had never been so happy.		
61.	Soon the rain stopped.		
62.	"Before I go," said Amadou, "tell me, would you be as kind to your king?"		
63.	"I was happy to have you.		
64.	I would also be excited if the king came here," said Lipo.		
65.	"But the Great Amadou would not need a friend as poor as I am."		
66.	"Is that what you think?" Amadou laughed.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
67.	"Well, I have something to tell you.		
68.	I am your king!		
69.	At last, I have found a friend who likes me the way I am."		
70.	Amadou asked Lipo to stay with him in the Great House.		
71.	Lipo did not want to give up his small house, but the king came often to eat with his good friend.		
72.	Hour after hour, they sat and told jokes.		
73.	And Amadou laughed and laughed with joy.		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level ______19-20______

Introductory Statement: This book is about a boy named David who is sick with a cold. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

David's Crows ***Allen Tobias***	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. David was sick with a cold.		
2. He had been out of school for three days.		
3. Now he was getting better, and he was also getting bored!		
4. David could read and draw while he was sick.		
5. But it was hard to stay home all day with no one to talk to.		
6. His mother was there, but she had work to do.		
7. David lay there in the stillness.		
8. "It's so quiet here," he thought.		
9. David closed his eyes.		
10. Then he heard a funny sound.		
11. "Caw! Caw! Caw!"		
12. David opened his eyes.		
13. "What was that?" he said.		
14. The sound went on.		
15. "Caw! Caw! Caw!"		
16. David could tell that the sound wasn't from anything in the house.		
Subtotal		

48

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
17. He quickly looked out.		
18. There were big black birds all over the ground!		
19. "They must be crows," thought David.		
20. "One, two, three...seven, eight, nine..." More crows were flying in.		
21. David finally gave up trying to tell how many crows there were.		
22. David's mother came in.		
23. "Mom, look at all the crows out there!" said David.		
24. Mother looked out.		
25. "My goodness!" she said.		
26. "I never saw so many crows in one place before."		
27. The crows were eating something on the ground.		
28. Still more crows flew in.		
29. "What do you think they found out there?" asked David.		
30. "It must be something good."		
31. "They could have found some seeds they like," said Mom.		
32. "But crows will eat nearly anything."		
33. "Where did they all come from?" David asked.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
34. "I think they have left a cold place, to fly to one that's warmer," said Mom.		
35. "They're just stopping here for a little while in between, to get something to eat."		
36. In the light from the sun, the crows looked blue-black and shiny.		
37. "They're kind of pretty," said David.		
38. "I think so too, but they're not at all pretty to the farmers!" Mom said.		
39. "Farmers don't like crows very much.		
40. Crows are harmful because they eat the crops.		
41. Farmers are always trying to make crows go away."		
42. All at once, the cat from next door came by.		
43. She started to stalk one of the crows by sneaking up in back of it.		
44. The crow turned around.		
45. It was nearly as big as the cat, and it wasn't afraid at all.		
46. "Caw! Caw! Caw!" went the crow.		
47. The cat turned and ran away as fast as it could!		
48. David and his mother had a good laugh!		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
49.	They watched the crows for about one hour.		
50.	Then, with a few more "Caw-caws," the crows finally flew away.		
51.	"I liked seeing the crows," said David.		
52.	"I want them to come back next year.		
53.	Then I'll have to get sick again, so I can stay home and watch them!"		
54.	"We'll have to see about that," said Mom.		
55.	By the next day, David was all better, so he went back to school.		
56.	"Did you get bored staying home for so many days?" his friend Jake asked.		
57.	"No," said David.		
58.	"I had a great time watching some crows."		
59.	Jake gave David a funny look.		
60.	"CROWS?" said Jake.		
61.	"You MUST have been sick!"		
62.	Jake was laughing, but David didn't care, because Jake didn't know what he had missed.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

possible ________
# correct ________

Student Name ______________________

Book Level ______19-20______

Introductory Statement: This book is about a boy named Harry who learns how to make friends with his classmates. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Harry and Friends in the Old West

Suzy Kline

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	"Boys and girls," Ms. Mackle said.		
2.	"It's time to work together to make something and then write about it.		
3.	I want you to show how people lived in the Old West."		
4.	"Why does Harry have to work with us?" Sidney said.		
5.	"He isn't good at making things."		
6.	"Come on," Mary said.		
7.	"We're all good friends."		
8.	"I'll make the log house," Mary said.		
9.	"I'll make some things that people wore in the Old West," said Ida.		
10.	"I'll make some plants," Song Lee said.		
11.	"I'll make some animals," Sidney said.		
12.	"I'll help you," Harry said.		
13.	"Look!" said Harry to Mary and Ida.		
14.	"What's that, Harry?" they both asked.		
15.	"It's a fish," said Harry.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
16.	"A fish?" said Ida.		
17.	"What does a fish have to do with the Old West?" Sidney asked.		
18.	"People in the Old West had to eat, didn't they?" Harry said.		
19.	"They took fish from the lakes."		
20.	"They wouldn't want to eat THAT fish!" Sidney said.		
21.	"Sidney," Song Lee said.		
22.	"We need Harry's fish.		
23.	Fish help plants to grow.		
24.	If we put Harry's fish in the ground, it will help our plants to grow."		
25.	So Harry and Song Lee put the fish in the ground.		
26.	Mary made a lake.		
27.	Ida made a pretty blouse, a black dress, and other things that people wore in the Old West.		
28.	"Look!" said Harry.		
29.	"What's that, Harry?" they all asked.		
30.	"It's a chicken," said Harry.		
31.	"What does a chicken have to do with the Old West?" asked Sidney.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
32.	"People in the Old West had to eat, didn't they?" said Harry.		
33.	"Harry!" Sidney said.		
34.	"Is that all you ever think about?"		
35.	Harry picked up another mound of clay.		
36.	"You just made me think of another thing to make!" Harry said.		
37.	"Thanks, Sidney!"		
38.	Song Lee took Harry's clay chicken and made it look a little more like a chicken that people would eat.		
39.	"What are you doing, Harry?" Sidney asked.		
40.	"Sitting on my clay," said Harry.		
41.	"WHAT?" said the others.		
42.	"I'm making the clay flat," said Harry.		
43.	"Now that the clay is nice and flat, I'm going to make dishes," said Harry.		
44.	"Dishes?" they all said.		
45.	"People in the Old West had to eat off something, didn't they?" said Harry.		
46.	"You're right, Harry!" said Song Lee.		
47.	"That sounds good to me," Mary said.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
48. "This is all very good!" said Ms. Mackle.		
49. "You even have dishes for the people!		
50. How did you ever come up with that?"		
51. "Sidney helped me think of it," Harry said.		
52. "I did?" Sidney said.		
53. "I'm happy you are helping each other so much," Ms. Mackle said.		
54. "I know that you're all dear friends, and it shows.		
55. You're doing great work!"		
56. "We are?" Sidney said.		
57. Ms. Mackle was right.		
58. Good friends do work well together.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level 19-20

Introductory Statement: This is a story about a little penguin and his adventure in the snowy, polar world. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Little Penguin's Tale ***Audrey Wood***	**Oral Reading Strategies** **Does the sentence maintain the meaning of the story?**	
	YES	**NO**
1. Shhh, little penguins.		
2. Now don't make a peep, and Grand Nanny Penguin will tell you a tale of long, long ago.		
3. Once there lived a little penguin just like you.		
4. Just like you, except Little Penguin didn't listen to his Grand Nanny's tales.		
5. One morning, at the break of dawn, he snuck off by himself to find some fun in the snowy, polar world.		
6. Up one hill and down another, he soon left all his friends behind.		
7. "Look at me!" Little Penguin cried.		
8. "I'm sliding on my tummy far, far away from home!"		
9. Now everyone knows a little penguin can get lost far, far away from home.		
10. But he didn't.		
11. Right away, Little Penguin came upon a band of dancing gooney birds.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
12.	They were beating on tin cans and blowing tunes through empty glass bottles.		
13.	Little Penguin had never heard such music.		
14.	It tickled his beak and made him laugh.		
15.	His feet began to move.		
16.	"Look at me!" Little Penguin cried.		
17.	"I'm dancing with the gooney birds!"		
18.	Now everyone knows a little penguin can get into big trouble dancing with the gooney birds.		
19.	But he didn't.		
20.	Soon they all danced into a rickety boat and sailed out to the Walrus Polar Club.		
21.	"Jolly good, old chaps!" a walrus called.		
22.	"Do come in and have some fun, won't you?"		
23.	"Hey, ho!" the gooney birds cheered "We will."		
24.	"Me, too!" Little Penguin said, and he followed them inside.		
25.	Little Penguin had never seen such a place.		
26.	It was a madcap club where animals gathered from all over the world to do whatever they pleased.		
27.	Before long, he jumped in the middle and joined the fun.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
28.	"Look at me!" Little Penguin cried.		
29.	"I'm the wildest of them all!"		
30.	Now everyone knows a little penguin can get hurt when he's the wildest of them all.		
31.	But he didn't.		
32.	On and on they danced and played until even the wildest grew weary.		
33.	Little Penguin could hardly keep his eyes open.		
34.	So he wandered outside and lay down to take a nap.		
35.	"Look at me!" Little Penguin yawned.		
36.	"I'm falling asleep by the deep, dark sea."		
37.	Now everyone knows a little penguin can get eaten by a whale if he falls asleep by the deep, dark sea.		
38.	And that's just what happened.		
39.	A great whale opened its mouth and gobbled him up in one bite.		
40.	Poor Little Penguin.		
41.	That was the end of him.		
42.	Oh, dear!		
43.	My goodness!		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
44.	Don't cry, little penguins.		
45.	It's just a tale of long ago.		
46.	And...I suppose it could have ended differently.		
47.	Now where was I?		
48.	Ahhh, yes.		
49.	Little Penguin fell asleep by the deep, dark sea.		
50.	When a great whale opened its mouth and tried to gobble him up.		
51.	But Little Penguin was too clever.		
52.	Quick as a wink, he jumped out of the whale's mouth, into the rickety boat... and sailed all the way back home to his Grand Nanny and friends.		
53.	But not, mind you, before the great whale managed to nip off a few of his very best tail feathers.		
54.	And that is the end of Little Penguin's tale.		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

60

Student Name ____________________

Book Level 21-22

Introductory Statement: This book tells about a girl named Jenny who has relatives faraway on the island of Barbados. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Jenny's Faraway Family

Delores Lowe Friedman

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. "Mom, I wish our family wasn't so small," said Jenny.		
2. "Most of my friends have sisters or brothers or other people in their family."		
3. Mother said, "Our family is *not* small.		
4. You haven't met most of the people in our family because they live far away.		
5. After we stop here at the store, we'll go home and look at our family pictures."		
6. "Mother, will you tell me the story of you and Daddy again?" asked Jenny.		
7. "Before you were born, your father and I came here from the island of Barbados," said Mother.		
8. "The rest of our family still lives there.		
9. This is a picture of the island.		
10. It's warm there all year."		
11. "Tell me more," said Jenny.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
12.	So Mother said, "Here's a picture of me with your Aunt Barbara, when she was a baby."		
13.	"You carried Aunt Barbara?" Jenny said.		
14.	"I carried her every time they let me!" said Mother.		
15.	Then for the first time Jenny saw an old, torn picture.		
16.	"Who are these people?" asked Jenny.		
17.	"They look kind of mean."		
18.	"They aren't mean," said Mother.		
19.	"They're your father's Grandma and Grandpa.		
20.	They're *your* Great-Grandma and Great-Grandpa.		
21.	Many years before you were born, people didn't smile for pictures.		
22.	That's why you think they look mean.		
23.	Here's another picture of them with your father and his brothers and sisters.		
24.	They did smile that time!"		
25.	Just then Jenny's father came in with a big smile on his face.		
26.	"We're going to Barbados!" he said.		
27.	"My brother wants us to come.		
28.	Can you read these words, Jenny?"		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
29.	Jenny read, "We have a surprise for you!		
30.	There's a new baby in the family.		
31.	Can you come to see him soon?"		
32.	"And look, another picture!" said Jenny.		
33.	"Who are all these people?"		
34.	"These are all of the children in our family," said Dad.		
35.	"Not *all* of the children in our family," said Jenny.		
36.	"What about me?		
37.	I wish I could be in the picture."		
38.	"Soon we'll fly to the island," said Dad.		
39.	"Then we'll take a family picture with you in it."		
40.	A few days after that, Jenny was flying to Barbados with her mother and father.		
41.	"There it is!" said Dad.		
42.	"Barbados!"		
43.	They could see the blue, blue water and the shore.		
44.	"It's so pretty!" said Jenny.		
45.	"And I can't wait to see everyone."		
46.	When they got to Barbados, a lot of people were waiting for them.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
47.	"There they are!" said Dad.		
48.	"They all came to meet us!"		
49.	"Are all of these people in *our* family?" asked Jenny.		
50.	"Will we ever get them all in one picture?" Dad smiled.		
51.	"I think so," he said.		
52.	When Jenny got back from Barbados, she brought something to school to show the other children.		
53.	"Here's a picture of my faraway family," she said to them.		
54.	"Can you find me in it?"		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level ______21-22______

Introductory Statement: This story is about four animals who want to be musicians. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Bremen-town Musicians

Retold by Ruth Belov Gross

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. There was once a donkey who was getting old.		
2. One day he heard his master say, "That donkey is too old to work.		
3. So why should I feed him?"		
4. "If he won't feed me," thought the donkey, "I will run away.		
5. Maybe I can't work for him any more.		
6. But I'm good at music.		
7. I will go to Bremen-town and be a musician there."		
8. And the donkey set out for Bremen-town.		
9. On the way he met a dog.		
10. "What's wrong?" said the donkey.		
11. "You are out of breath."		
12. "I am getting too old to hunt," said the dog.		
13. "I heard my master say he wanted to kill me.		
14. So I ran away.		
15. But what shall I do now?"		
16. "I know what," said the donkey.		
Subtotal		

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	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
17. "I am going to Bremen-town to make a little music.		
18. I can bray, and you can bark.		
19. Come with me to Bremen-town.		
20. We'll be musicians there."		
21. So off they went to Bremen-town.		
22. Soon they met a cat.		
23. "What's wrong?" said the donkey.		
24. "You look as sad as a rainy day."		
25. "Why should I look happy?" said the cat.		
26. "I am getting too old to run after mice.		
27. I heard my mistress say she was going to drown me.		
28. So I ran away.		
29. But what shall I do now?"		
30. "You are good at night-singing," said the donkey.		
31. "Come with us to Bremen-town.		
32. We'll be musicians there."		
33. So off they went to Bremen-town.		
34. Soon they met a rooster.		
35. "What's wrong with you?" said the donkey.		
36. "The way you crow!		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
37.	It makes me want to cry."		
38.	"I am crowing while I can," said the rooster.		
39.	"I heard my mistress say she was going to cut off my head and put me in the soup."		
40.	"You have a fine voice," said the donkey.		
41.	"Come with us to Bremen-town.		
42.	We'll be musicians there."		
43.	So off they went, the donkey, the dog, the cat, and the rooster.		
44.	At night they came to a forest.		
45.	It was dark, and they were ready to go to sleep.		
46.	The rooster looked around.		
47.	"I see a light," he said.		
48.	"There must be a house near here."		
49.	"A house!" said the donkey.		
50.	"Let's go!"		
51.	So off they went.		
52.	Before long they came to the house.		
53.	The donkey looked in the window.		
54.	"What do you see?" said the rooster.		
55.	"What do I see?" said the donkey.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
56. "I see a table full of good things to eat.		
57. And I see robbers at the table.		
58. They are eating and having a good time."		
59. "I'd like some of that food," said the rooster.		
60. "So would I," said the dog.		
61. "But how can we get rid of the robbers?"		
62. "Let's all think," said the donkey.		
63. They all thought hard.		
64. And soon they were ready.		
65. "All together now," said the donkey.		
66. "One, two, three..." HEE-HAW BOW-BOW ME-OW COCK-A-DOODLE-DOO		
67. And they came crashing through the window.		
68. The robbers ran away.		
69. And the four friends ate and ate.		
70. Then they put out the light and went to sleep.		
71. The robbers were hiding in the forest all this time.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
72. "Why did we run away?" they said.		
73. "There's nothing to be afraid of."		
74. But they sent one robber back to make sure.		
75. The robber went into the house.		
76. He saw the cat's eyes shining in the dark.		
77. "Ah!" said the robber.		
78. "I see that there are still some coals burning in the fireplace.		
79. I will use them to light my candle."		
80. The robber went right up to the cat.		
81. The cat spit at him and scratched his face.		
82. "Help!		
83. Help!" said the robber.		
84. And he ran to the door.		
85. The dog jumped up and bit the robber's leg.		
86. "Help!		
87. Help!" said the robber.		
88. And he ran outside.		
89. The donkey woke up and gave the robber a good hard kick.		
90. "Help!		
91. Help!" said the robber.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
92.	The noise woke the rooster up.		
93.	Cock-a-doodle-doo!		
94.	COCK-A-DOODLE-DOO!		
95.	The robber ran away from the house as fast as he could.		
96.	"Help!		
97.	Help!" he cried.		
98.	"What happened?" the other robbers asked him.		
99.	"Oh," he said, "a horrible witch spit at me.		
100.	She scratched my face with her sharp nails.		
101.	Then a monster near the door stabbed my leg with a knife.		
102.	And then a giant hit me with a club.		
103.	And a ghost screamed at me."		
104.	The robbers never went back to that house again.		
105.	But the donkey and the cat and the dog and the rooster liked the house so much that they stayed forever.		
106.	They never went to Bremen-town to be musicians there.		
	Subtotal		

Oral Reading Strategies Does the sentence maintain the meaning of the story?		
	YES	NO
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

71

Student Name ____________________

Book Level 21-22

Introductory Statement: This book is about a boy named Pete who has a birthday. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Wait a Second!

Emily Herman

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. My cake was on display in the family room.		
2. "Come on, everyone," my father called.		
3. "It's nearly time for Pete to make a wish.		
4. Then we can all have cake."		
5. "Good!" said my mother.		
6. "Great!" said my brother Sam.		
7. "I've been waiting for this cake all day."		
8. "I think we're all here," said my grandmother.		
9. "Close your eyes, Pete," said Dad.		
10. "Make a wish, then blow."		
11. I was all set to make my wish.		
12. Then my mother said, "Wait a second!		
13. I left the light on in the other room.		
14. I'll be right back."		
15. She went to the other room to turn out the light.		
16. My mother returned.		
17. Once again, everyone was there.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
18. "All set, Pete?" my father asked.		
19. "All set," I said.		
20. Then Sam said, "Wait a second!		
21. I want to get the cat.		
22. I think Tiger should be here, too."		
23. So Sam went to look for the cat.		
24. Sam returned with Tiger.		
25. Once again, everyone was there.		
26. "All set, Pete?" my mother asked.		
27. "All set," I said.		
28. Then my grandmother said, "Wait a second!		
29. I smell smoke.		
30. I'd better go see about the bread.		
31. I'll be right back."		
32. My grandmother ran out of the room.		
33. My grandmother returned with the bread.		
34. Once again, everyone was there.		
35. She looked unhappy, but the rest of us started to laugh.		
36. Her white bread was very brown!		
37. "I left the bread in too long," said my grandmother sadly.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
38. "We like it like that!" we all said.		
39. "Well," asked my mother, "should we try again?"		
40. "I'm all set," I said.		
41. Then my father said, "Wait a second!		
42. I want to take a picture while we're all together.		
43. I'll be right back."		
44. Then he left the room.		
45. My father came back.		
46. Once again, everyone was there.		
47. "All set, Pete?" asked my grandmother.		
48. "All set," I said.		
49. But then I looked down at the cake.		
50. "There isn't anything left to blow out!" I said.		
51. "But you can still make a wish," said my grandmother.		
52. I said, "I wish you all would just STAY here, so we can have some cake!"		
53. Everyone laughed.		
54. Then, at last, we had our cake.		
55. We were about to eat it, when my father said, "Wait a second!" and he took our pictures!		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________________

Book Level ________ 23-24 ________

Introductory Statement: Crosby Crocodile doesn't like the way he looks. Read this story the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Crosby Crocodile's Disguise

Marcia Vaughan

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
1.	Crosby Crocodile stood before the mirror.		
2.	"Just look at me," he sighed.		
3.	"My mouth is too big.		
4.	My body is too long.		
5.	My tail is as bumpy as a pickle.		
6.	And what color am I?		
7.	Green like moldy bread.		
8.	Yuck."		
9.	Crosby went to the cupboard.		
10.	To hide his green body, he slipped into his raincoat.		
11.	To cover his bumpy tail, he pulled on a red and white striped Christmas stocking.		
12.	To conceal his big mouth, Crosby stuck his nose into an old rubber boot.		
13.	"Now," he said, putting on his biggest hat, "no one can see how ugly I am."		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
14. He stepped outside and started down the path to Aunt Snapwell and Uncle Dilly's house.		
15. The bell on the Christmas stocking jingled as Crosby tramped along.		
16. Koala heard it first.		
17. "Just look at Crosby," she cried.		
18. "He looks awful," laughed the lizards.		
19. "He looks terrible," cackled the kookaburras.		
20. "He looks revolting," whispered the wombats.		
21. "He looks dreadful," declared the dingoes.		
22. Crosby hung his head.		
23. "It's true," he thought.		
24. "I am so ugly that I can't even cover it up!"		
25. He pulled up his collar and walked faster.		
26. When Crosby arrived, Aunt Snapwell and Uncle Dilly were standing in front of the mirror.		
27. "We are beautiful," said Aunt Snapwell.		
28. "We are handsome," said Uncle Dilly.		
29. "We are gorgeous," added Aunt Snapwell.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
30.	"We are..." **"Ugly!"** Crosby interrupted.		
31.	His voice echoed inside the boot.		
32.	"Who is ugly?" asked his aunt and uncle, looking around the room.		
33.	"I am," sighed Crosby.		
34.	"My mouth is too big.		
35.	My body is too long.		
36.	My tail is as bumpy as a pickle.		
37.	And I'm green like moldy bread.		
38.	I wish I was blue."		
39.	Aunt Snapwell looked surprised.		
40.	"No boring blue for me," she said.		
41.	"Green is keen, kiddo!"		
42.	Crosby thought about green frogs and green spinach and green pond slime.		
43.	"Name one nice thing that is green," he said.		
44.	"The first leaf of spring," Aunt Snapwell smiled.		
45.	"Oh," said Crosby.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
46.	"And as for your tail," Uncle Dilly began, "bumpy or smooth, it is just right."		
47.	"For what?" asked Crosby.		
48.	"For swishing and splashing and sloshing in the water."		
49.	"That's true," said Crosby.		
50.	He looked down.		
51.	"If only my body were not so long."		
52.	"Nonsense," cried Aunt Snapwell.		
53.	"Your body is the perfect length."		
54.	"For what?"		
55.	"For sliding down mud banks, and rolling in the river."		
56.	"So it is," agreed Crosby.		
57.	"I guess I'm not so ugly after all... except for my big mouth."		
58.	"But my dear," Uncle Dilly said, "your mouth happens to be exactly the right size."		
59.	"The right size for what?" Crosby asked.		
60.	"For a great, big crocodile smile!"		
61.	Crosby felt one of those great, big smiles spreading across his face.		
	Subtotal		

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		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
62.	He threw off his disguise and ran to look at himself in the mirror.		
63.	"I do look good," he cried.		
64.	"I look just like a crocodile should."		
65.	And he did!		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level 23-24

Introductory Statement: This book is a true story about a cat named Coco who has a very special kitten. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Marcella

Owen McShane

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. Coco was lost at the beach.		
2. She was tired and hungry, and she knew she had to find something to eat.		
3. Then she saw a light outside a house.		
4. She could smell a dinner cooking.		
5. Although she was frightened, she sat quietly at the edge of the courtyard, where the light became night.		
6. Carol and Ivan lived in the house.		
7. Carol looked out the window over the courtyard.		
8. "Look," she said, "there's a cat on the fence."		
9. Carol and Ivan felt sorry for her.		
10. They could see she was a stray.		
11. They left her some food.		
12. Coco learned to visit the courtyard every night.		
13. Carol noticed that Coco's stomach was becoming very round.		
14. Then one day Coco went to a special hideaway.		
15. She made herself comfortable and lay down to wait.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
16.	Carol and Ivan called for her in the evenings.		
17.	They had grown used to her company.		
18.	But Coco did not come.		
19.	Where was she?		
20.	"Maybe she has gone off to have her babies." said Carol.		
21.	Then one morning, about ten days later, Ivan saw a tiny black and white kitten all alone on the lawn.		
22.	He picked it up and ran inside to Carol.		
23.	"You were right," he said.		
24.	"Coco has had a kitten!"		
25.	Then they heard a meow.		
26.	There was Coco with five more kittens.		
27.	Coco led her family inside.		
28.	They all snuggled up on a rug and Coco fed her kittens.		
29.	They liked their new home.		
30.	One kitten seemed more adventurous than the rest, always crawling away from the others and wandering around the room.		
31.	Ivan named this kitten Marco Polo, after the great Italian explorer.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
32. However, a few day later, Carol decided Marco Polo was a girl, so they renamed her Marcella.		
33. Ivan and Carol gradually realized that Marcella was different from all the rest of the kittens.		
34. She became upset if they picked her up.		
35. She waved her legs around, looking for the ground.		
36. She was afraid to jump off the couch.		
37. Instead, she would always lower herself slowly down the front of the couch, paw by paw.		
38. When she walked, she put her feet out in front of her slowly and carefully.		
39. She didn't play with leaves or string, or pounce on her mother's tail with the other kittens.		
40. As the kittens grew up, friends of Carol and Ivan came and chose among them, taking them away to new homes.		
41. But Carol and Ivan kept Marcella.		
42. She had become special to them when they realized she was blind.		
43. "Blind cats adapt well," said the local vet.		
44. "Do you live near a busy road?"		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
45. Carol and Ivan explained that they lived near a beach, away from traffic.		
46. "Then she will be fine," said the vet.		
47. And she was.		
48. Marcella has grown into a beautiful big cat.		
49. She cannot catch mice like her mother, Coco.		
50. She cannot climb trees, and she never tunnels into long grass to hunt for insects.		
51. She does not chase string or leaves, or stalk birds.		
52. But in her own special way she does much more.		
53. She has her own hideaway, where she runs when she is frightened.		
54. She has her own ramp to help her climb out of the house to the courtyard.		
55. She listens to sounds, holding her head up and waving it from side to side.		
56. Her whiskers tell her if the door is open wide enough for her to run through.		
57. She even climbs up the ladder into Ivan's office where she nips his ankles while he writes.		
Subtotal		

88

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
58. Carol and Ivan love her, and she loves them.		
59. Every night, when she thinks Carol and Ivan are asleep, Marcella clambers up the bedspread and feels her way along the bed.		
60. Then she finds a gap between their warm bodies.		
61. She pushes and wriggles to make the gap bigger if there is not enough room.		
62. Then she cuddles up to Carol and Ivan.		
63. Sometimes she sleeps under the bedspread, with her paws tucked under her whiskers.		
64. There she stays, safe and warm, all night.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
correct ________

Student Name ______________________

Book Level ______23-24______

Introductory Statement: This story is about Stanley who is going to a new school. His mother tells him not to talk to strangers. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Now Listen, Stanley

Jenny Hessell

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. It was Stanley's first day at his new school.		
2. "Now listen, Stanley, remember the things I have told you," said his mother.		
3. "Go straight to the bus stop, be careful crossing the road, and **don't talk to strangers!**"		
4. "OK," said Stanley.		
5. He kissed his mother, and off he went.		
6. Outside, the street was very busy.		
7. There were people everywhere.		
8. Stanley didn't recognize any of them — they were all strangers.		
9. There were strangers driving cars.		
10. There were strangers going in and out of shops.		
11. There were strangers walking dogs and pushing babies in strollers.		
12. "This isn't going to be easy," thought Stanley.		
13. There was a group of strangers at the bus stop.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
14.	Stanley stood next to a girl who was skipping and singing quietly to herself.		
15.	She stopped when she saw Stanley.		
16.	"Hello," she said.		
17.	But Stanley didn't answer.		
18.	He looked hard at a leaf in the gutter and didn't say a word.		
19.	The girl shrugged and went on skipping.		
20.	"Phew! That was close!" thought Stanley.		
21.	Then the bus arrived.		
22.	Stanley was halfway up the steps before he realized that the bus was being driven by a stranger.		
23.	"Hello, young man, where do you want to go?" said the bus driver.		
24.	Stanley hurried back down the steps and jumped out onto the sidewalk.		
25.	"Hey!" called the bus driver, but Stanley didn't stop.		
26.	"Mom's going to be so proud of me," thought Stanley.		
27.	Walking to school took a long time, what with having to dodge strangers who smiled and said hello, and not being able to ask anyone to help him cross the road.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
28.	By the time he arrived at school, the bell was already ringing.		
29.	"Never mind," thought Stanley.		
30.	"Better safe than sorry."		
31.	On the playground, things were just as bad.		
32.	The school was full of strangers — jam-packed with unknown children, who were skipping and laughing and hanging by their knees from the jungle gym.		
33.	Some of the children smiled at Stanley.		
34.	One even came up and said, "I like your T-shirt!"		
35.	Stanley didn't answer.		
36.	He walked over to a bench and sat down.		
37.	The other children all started to drift into school.		
38.	Stanley wanted to ask someone where to go, but he couldn't see a single familiar face.		
39.	He just sat there, and soon he was the only person left on the playground.		
40.	"Well, that's it," thought Stanley.		
41.	"I may as well give up and go home."		
42.	Suddenly he realized that he wasn't alone at all.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
43.	Standing just behind the slide, where you could hardly see her, was a small girl.		
44.	She was crying.		
45.	Stanley walked across to her.		
46.	"What's the matter?" he asked.		
47.	"Go away," said the girl.		
48.	"I'm not allowed to talk to strangers."		
49.	"I'm not a stranger," said Stanley, shocked.		
50.	"I'm Stanley."		
51.	The girl stopped crying and looked at Stanley.		
52.	"I'm not a stranger either," she said.		
53.	"I'm Lucy."		
54.	"Hello, Lucy," said Stanley.		
55.	"Hello, Stanley," said Lucy.		
56.	Stanley and Lucy walked into school together.		
57.	They sat together.		
58.	They listened to stories, sang songs and did finger painting together.		
59.	At lunchtime they sat together and shared their sandwiches.		
60.	When school was over, they walked home together.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
61.	"See you tomorrow, Stanley," said Lucy.		
62.	"See you tomorrow, Lucy," said Stanley.		
63.	Then he ran down the path with his backpack bouncing on his back.		
64.	Stanley's mother heard him coming.		
65.	She opened the door and gave him a big hug.		
66.	"Hello, Stanley," she said.		
67.	"How did you get along?		
68.	Did you remember all the things I told you?"		
69.	Stanley took a deep breath.		
70.	"Now listen, Mom," he said.		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level 25-26

Introductory Statement: In this book Rabbit is caught by a fox who plans to use him to make rabbit stew. Other animals make suggestions of what to add to the stew. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

	Rabbit Stew *John Hurford*	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	One day Fox caught a rabbit.		
2.	"Yahoo!" yowled Fox, "I've got a rabbit."		
3.	So he tied him up and set off for his den.		
4.	On the way he met Weasel.		
5.	"I've got a rabbit," said Fox proudly.		
6.	"So I can see," said Weasel, licking his lips.		
7.	"But what good is a rabbit if you haven't got onions to cook it with?"		
8.	"What a good idea," said Fox.		
9.	"I love rabbit with onions."		
10.	So Weasel rushed off and brought back a bag of onions, and off they went into the woods.		
11.	There they met Squirrel and Pheasant.		
12.	"Fox has caught a rabbit," said Weasel.		
13.	"Very nice," they said.		
14.	"And Weasel has brought me some onions to cook it with," said Fox.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
15.	"I think you should cook it with hazelnuts," said Squirrel.		
16.	"And lots of raisins," said Pheasant.		
17.	"We'll gladly bring you some!"		
18.	"Ugh!" said Weasel.		
19.	"That sounds horrible."		
20.	"No, no," said Fox.		
21.	"I love hazelnuts and raisins."		
22.	So off they went – Fox dragging Rabbit, Weasel with his onions, Pheasant with his raisins, and Squirrel with his hazelnuts.		
23.	Then they met Turkey.		
24.	"Fox has caught a rabbit," said Squirrel.		
25.	"I can see that," said Turkey.		
26.	"And we're all taking him something to cook it with," said Weasel.		
27.	"I think you need cranberries," said Turkey, "and I will gladly give you some."		
28.	"Thank you kindly, Turkey," said Fox, and off they all went to Fox's den.		
29.	"What's going on?" came a squawk from above.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
30.	It was Crow.		
31.	"I've caught a rabbit," said Fox, "and all my kind friends are bringing onions, hazelnuts, raisins, and cranberries to add to the stew."		
32.	"What, no spices?" shrieked Crow.		
33.	"You can't have rabbit stew without spices.		
34.	I'll bring you some hot sauce."		
35.	Fox got out a big pot and filled it with water.		
36.	He lit a fire under the pot.		
37.	The animals put the onions and everything else into the pot, and it started to boil.		
38.	"Any last requests?" chuckled Fox.		
39.	"Pepper!" screamed Rabbit.		
40.	"Lots and lots of pepper!"		
41.	"Of course," said Fox.		
42.	"And now for the most important ingredient of all – YOU!"		
43.	He lifted up Rabbit to throw him into the pot.		
44.	"WAIT!" shouted Crow, Turkey, Squirrel, and Pheasant.		
45.	"Aren't you going to taste it before you put him in?" asked Crow.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
46. Crow picked up the spoon, and Fox slurped down a great spoonful of the delicious-looking liquid.		
47. His eyes went red, steam came out of his ears, and he made a sound which started as a growl and ended up as a scream.		
48. "Oh dear! Perhaps he's turning into a dragon," squawked Crow.		
49. "Look at him run!" shouted Squirrel.		
50. "He looks like a steam train."		
51. They laughed as they watched Fox run down to the river and jump in.		
52. The friends untied Rabbit and ran, laughing and dancing, around the big pot.		
53. "We got Fox! We got Fox!" they all shouted.		
54. All except Weasel, who slunk off through the undergrowth, with his tummy rumbling.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level ________25-26________

Introductory Statement: This book is about a thin black cat who has three kittens. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Very Thin Cat of Alloway Road

Amanda McKay

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	Once there was a very thin cat.		
2.	Her fur was sleek and as dark as a moonless night.		
3.	Her eyes were luminous green and blazed like the coals of a fire.		
4.	The very thin cat lived in an old fruit crate, under the steps of a warehouse at the bottom end of Alloway Road.		
5.	Alloway Road was very long.		
6.	At one end were warehouses, factories and train yards; in the middle were many different kinds of shops; and at the far end were big houses with high fences.		
7.	The very thin cat had never been to that end of Alloway Road.		
8.	The very thin cat of Alloway Road had three kittens: two white ones and a black one with white paws and luminous eyes like her own.		
9.	One white kitten went to live with a train conductor, and a factory worker took the other one home as a pet for his daughter.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
10. That left only the very thin cat and her black kitten living in the crate under the warehouse steps.		
11. Every morning, Harry, who drove the fork lift in the warehouse, gave milk to the very thin cat and her kitten.		
12. After their milk, they'd go searching for food, looking for scraps that people had thrown away.		
13. One afternoon, the very thin cat and her kitten were snooping around the back of the warehouse when a car pulled up.		
14. They hid behind a box.		
15. Suddenly the box was lifted away and a hand came down and picked up the kitten.		
16. "Gotcha!" a voice said.		
17. The very thin cat could hear her kitten crying as it was carried to the car and driven away.		
18. The very thin cat was frantic.		
19. She searched everywhere for her kitten.		
20. She looked in all the old cars at the wrecker's yard.		
21. She hunted in all the empty trains.		
22. That night she even went to the butcher's shop, where she knew stray dogs would be prowling around.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
23.	But she couldn't find her kitten anywhere.		
24.	The very thin cat slunk homeward.		
25.	She passed the butcher's shop, a dress shop, and the pet shop.		
26.	She didn't like the pet shop.		
27.	Every time she went near it she could hear birds and animals crying to be let out of their cages.		
28.	The very thin cat pricked up her ears.		
29.	She could hear the crying of a kitten.		
30.	She put her paws up to the window and stretched her long body so that she could see the cage on display.		
31.	There, staring back at her, were two luminous eyes in a black kitten's face.		
32.	The very thin cat scratched at the door, but she couldn't get in.		
33.	Then she went to the back of the shop and sniffed at the door and window there, but she still couldn't get in.		
34.	All night long, the very thin cat sniffed and scratched at the pet shop.		
35.	She even climbed onto the roof to see if she could get in that way.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
36.	As dawn broke, she had one last look at her kitten, who was rolled up in a ball sound asleep.		
37.	Then she slunk home to the warehouse steps.		
38.	That day the very thin cat was too tired to look for food.		
39.	Instead she tried to sleep all day, and when it was dark she went back to see her kitten again.		
40.	For three nights she went to see her kitten, and for three days she was too tired to eat.		
41.	The very thin cat was getting thinner.		
42.	On the fourth night, when the very thin cat pressed her nose against the pet-shop window, the eyes that stared back at her were yellow, and the face was tortoise-shell.		
43.	Her kitten was gone!		
44.	The very thin cat began searching all over again.		
45.	She went back to the wrecker's yard, and back to the empty trains, and back to the shops.		
46.	There was only one place that she hadn't tried — the big houses across the train tracks, at the far end of Alloway Road.		
47.	The very thin cat set off at once.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
48.	She slunk past the shops, crept through the car yard where Gus the guard dog was sleeping, and slipped through the school yard, where the moon cast strange shadows on the ground.		
49.	When she reached the train tracks she stopped.		
50.	She knew that it was dangerous there.		
51.	Suddenly red lights started flashing, bells started clanging, and a huge train clunked and groaned its way past.		
52.	It was a long time before the very thin cat felt brave enough to cross the tracks.		
53.	The first house she came to had a high brick wall.		
54.	She jumped up.		
55.	Ouch!		
56.	There was broken glass stuck on top of the wall.		
57.	The very thin cat jumped down and licked her cut paw.		
58.	Then she peered through a window and saw a fat, fluffy white cat with a bored look on its face.		
59.	Her kitten wasn't there.		
60.	The next house had a noisy, foolish dog.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
61. It barked and barked and barked and wagged its tail at the same time.		
62. The very thin cat swiped it across the nose with her claws and it backed away yelping.		
63. There were no cats in that house.		
64. The third house had no dog, and no glass on the top of the fence.		
65. But when the very thin cat jumped onto the car in the driveway, an alarm went off.		
66. She nearly jumped out of her skin!		
67. People came out of the house yelling.		
68. She hid under a bush until they went inside.		
69. Then she looked in at a window.		
70. The cat that looked back had very pointy ears and crossed blue eyes — it was not her kitten.		
71. The fourth house looked welcoming, and she could hear beautiful music playing.		
72. She jumped up on a ledge so that she could see inside.		
73. There, curled up on a woman's lap, was the black kitten.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
74.	It looked up at the window and the woman said, "What's wrong, Samantha?"		
75.	The kitten snuggled back into the woman's lap, but still kept one eye on the window.		
76.	The very thin cat crept around to the back of the house and crouched at the door.		
77.	Suddenly there was a bang.		
78.	A strange flap in the door opened and the kitten jumped out.		
79.	The very thin cat sprang back in alarm, but soon she was purring as loudly as a cat can purr, and licking her kitten all over.		
80.	Then the kitten showed her how to push through the cat door.		
81.	She led her mother into the warm kitchen where delicious smells wafted from a bowl of milk, a bowl of canned fish, and a bowl of cat food — all for the kitten.		
82.	Suddenly the very thin cat was very hungry.		
83.	She ate and ate, stopping only to catch her breath.		
84.	The black kitten never went back to the fruit crate under the warehouse steps.		
85.	Nor did her mother.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
86.	Sometimes they'd cross the train tracks and sniff around the old familiar places, but every night they'd return to the warm house at the far end of Alloway Road and eat the food that the woman left for them.		
87.	And after a while, the very thin cat wasn't so thin any more.		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level 25-26

Introductory Statement: This book is about a girl named Jemma who loves to play on an old tree in her neighbor, Mr. Pennyfeather's yard. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Trees Belong To Everyone

Diana Noonan

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. Mr. Pennyfeather was a very old man, and in his front yard was a very old tree.		
2. Jemma's mom said the old tree was there when she was a girl.		
3. Jemma's grandmother said it was there when *she* was a girl.		
4. Mr. Pennyfeather let all the children play in the old tree.		
5. He said that trees belong to everyone.		
6. It was the best playground Jemma had ever seen.		
7. The tree's roots were smooth and shiny and good to slide down.		
8. Its big branches were strong and made fine swings.		
9. The small branches were bouncy and fun to ride up and down on.		
10. In autumn, the children played games in the golden leaves.		
11. In winter, when the branches of the old tree were bare, the children hung out baskets of food for the birds to eat.		
12. In spring, everyone waited for the bright green leaves to appear.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
13.	And in summer, the children built tree houses in its shady branches.		
14.	One day, Jemma saw a sign on Mr. Pennyfeather's fence.		
15.	It said: *THIS HOUSE IS FOR SALE*.		
16.	Jemma's mom said Mr. Pennyfeather was too old to look after a big house.		
17.	He was going to live with his son.		
18.	On the day Mr. Pennyfeather left, all the children waved good-bye.		
19.	"We'll take good care of the old tree, Mr. Pennyfeather," they promised.		
20.	But that very day, a truck parked in front of the house.		
21.	Two men with saws got out of the truck and went up to the old tree.		
22.	"What are you going to do?" asked Jemma.		
23.	"We're going to cut down this old tree," they said.		
24.	Jemma couldn't believe her ears.		
25.	"You can't," she said.		
26.	"We can," said the men.		
27.	"The new owner of this house says we must."		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
28.	And they started the saws.		
29.	Jemma ran as fast as she could all the way down the street.		
30.	"Help! Help! They're cutting down the old tree!" she shouted at each house.		
31.	Out ran all the children.		
32.	They ran as fast as they could to Mr. Pennyfeather's front yard.		
33.	They were just in time.		
34.	The men had already cut off two small branches and they were starting on the trunk.		
35.	"Up the tree!" shouted Jemma, and the children climbed into the old tree as fast as they could.		
36.	The men were very surprised.		
37.	"Come down! Come down, all of you!" they called.		
38.	But the children said, "No, no, no!"		
39.	You can't cut down our old tree."		
40.	"It's not your tree," said the men.		
41.	"It belongs to Miss Brooks, the new owner."		
42.	"It *is* our tree," said Jemma.		
43.	"Mr. Pennyfeather said trees belong to everyone."		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
44.	"TREES BELONG TO EVERYONE!" shouted all the children, hugging the old tree.		
45.	After a long time, the men drove away.		
46.	When they came back, they had someone with them.		
47.	"I am Miss Brooks, the new owner," said the woman.		
48.	"Come down out of my tree right away!"		
49.	"It's not your tree," shouted the children.		
50.	"Mr. Pennyfeathers said trees belong to everyone."		
51.	Miss Brooks looked very angry.		
52.	"We'll soon see about that," she said, and she left with the two men.		
53.	It was almost dark, but still the children wouldn't leave the old tree.		
54.	When their parents came looking for them, the children told them what had happened.		
55.	"Good for you," said all the mothers and fathers, and they passed blankets and sleeping bags and food up the tree so the children could keep guard all night.		
56.	In the morning, Miss Brooks came back with the two men and a police officer.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
57.	"Come down from that tree!" said the officer, in a very stem voice.		
58.	"It doesn't belong to you."		
59.	"Yes it does," called the children.		
60.	"TREES BELONG TO EVERYONE!"		
61.	Then they began to sing: *Tree-es belong, belong-belong to everyone, tree-es belong, belong-belong to everyone.*		
62.	They sang as loudly as they could.		
63.	The wind blew softly, and the old tree swayed and danced to the tune.		
64.	The birds joined in the song, and in the yard below, all the parents started singing, too.		
65.	They were still singing and dancing when the mayor arrived in her black car.		
66.	"What is all the noise about?" she asked.		
67.	"I could hear singing from my office."		
68.	Jemma told her what had happened.		
69.	"Cut down the tree?" roared the mayor, when she heard.		
70.	"Cut down Mr. Pennyfeather's old tree?"		
71.	"It's *my* tree now," said Miss Brooks.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
72. "Don't be silly," said the mayor.		
73. "It can't be *your* tree.		
74. Trees belong to everyone.		
75. "Stay there, all of you!" she said to the children.		
76. "Don't move.		
77. I'll be back."		
78. And when she came back in her shiny black car, she had Mr. Pennyfeather with her.		
79. He was carrying a sign.		
80. The mayor helped Mr. Pennyfeather nail the sign to the old tree.		
81. It said *THIS IS A PROTECTED TREE*.		
82. *IT BELONGS TO EVERYONE*.		
83. "It is against the law for anyone to cut down this tree," said the mayor, looking at Miss Brooks.		
84. All the children and their parents and the police officer cheered.		
85. Miss Brooks turned very red in the face and drove away with the two men in the truck.		
86. She was never seen again.		
Subtotal 112		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
87. Before long, the mayor turned Mr. Pennyfeather's house into her new office.		
88. She made the front yard into a playground and used the cut branches from the old tree for seesaws.		
89. And Jemma was almost certain she saw the old tree smile.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________________

Book Level 27-28

Introductory Statement: This book is about a tiny stranger who came to town and fought off Brith the Terrible, a big bad giant. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Brith The Terrible

Joy Cowley

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	The giant Brith lived in a stone tower high above the town.		
2.	Every morning he looked down and yelled in his terrible voice, "Wake up, little people!		
3.	Send someone to fight me or I'll pour a blizzard over you."		
4.	Of course, no one dared fight with the terrible Brith.		
5.	So every day he took a barrel of snow or rain and emptied it over the streets.		
6.	All year long, it was winter in that town.		
7.	One day a stranger came whistling by.		
8.	He wore a yellow coat and yellow shoes.		
9.	Over his shoulder he carried a sky-blue bag.		
10.	The stranger stepped into a snowdrift.		
11.	He stopped whistling and shivered.		
12.	"This place is freezing," he said.		
13.	"Yet it's summer in the rest of the country."		
14.	"Summer!" cried the people.		
15.	"We haven't had summer for thirty years."		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
16.	And they told him about the terrible Brith.		
17.	"Why don't you fight the giant?" asked the stranger.		
18.	At that, the people moaned with fear.		
19.	"He's taller than the highest pine tree," they said.		
20.	"His feet are as big as boats."		
21.	"Then I'll fight him," said the stranger.		
22.	The people looked at each other.		
23.	They thought the stranger was mad.		
24.	He would be killed for sure.		
25.	"How will you fight him?" they asked.		
26.	"Ah!" smiled the stranger.		
27.	"My weapons are small and gentle.		
28.	That's the only way to deal with giants."		
29.	Now the people knew he was mad.		
30.	"When will you fight him?" they asked.		
31.	"Tomorrow morning," said the stranger.		
32.	He put down his sky-blue bag.		
33.	"Look after this for me.		
34.	Keep it warm.		
35.	I'll have some supper and a bed for the night.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
36.	Then I'll attend to your terrible Brith."		
37.	Early the next day, the voice of Brith thundered over the town.		
38.	"Wake up, little people.		
39.	One of you come and fight me, or you'll all get a barrel of hailstones."		
40.	The stranger put his head out the window.		
41.	"I'll come!" he yelled.		
42.	Brith leaned over and stared.		
43.	"You'll what?" he roared.		
44.	"I'll fight you," said the stranger, putting on his yellow coat.		
45.	"Meet me at the edge of the forest in five minutes."		
46.	The stranger put on his yellow shoes.		
47.	Then, taking his sky-blue bag, he went whistling out of town.		
48.	The terrible Brith was waiting for him.		
49.	His head and shoulders were high above the treetops.		
50.	He had an enormous club in his hand.		
51.	"Where is your sword?" the giant called.		
52.	"Where is your gun?"		
53.	"I don't need swords and guns," said the stranger.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
54.	"Then how will you fight me?" sneered the giant.		
55.	"With butterflies," said the stranger.		
56.	He undid the catch on his sky-blue bag.		
57.	It was indeed full of butterflies, in all the colors of the rainbow.		
58.	Brith was angry.		
59.	"You are making fun of me!" he roared.		
60.	"For that I will kill you!"		
61.	And he raised the great club over his head.		
62.	The stranger whistled.		
63.	At once, the butterflies came out of the bag.		
64.	They flew up like a cloud of brilliant flowers.		
65.	"Get those things out of the way!" shouted Brith.		
66.	The stranger whistled again and the butterflies flew around the giant.		
67.	Over his head they fluttered, and around his arms and legs.		
68.	"Stop!" Brith roared.		
69.	"I'm ticklish!"		
70.	The stranger laughed.		
71.	"I know that," he said.		
	Subtotal		

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		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
72.	Brith's face grew red.		
73.	He began to squirm.		
74.	His club dropped to the ground.		
75.	"Take them away!" he roared, in a voice that shook pine cones off trees.		
76.	Flitter, flitter, went the wings, under his nose and in his ears.		
77.	Flutter, flutter, against his ribs.		
78.	He had butterflies in his hair and beard.		
79.	They flew down his neck.		
80.	They tickled his great hairy armpits.		
81.	He turned this way and that, trying to brush them off.		
82.	A huge laugh of despair burst from him.		
83.	"Ho, ho!		
84.	I can't stand it!		
85.	Ho, ho, ho!		
86.	Oh!		
87.	Please take them away."		
88.	But the stranger only smiled and shook his head.		
89.	The terrible Brith sank to his knees, laughing, gasping, and pleading.		
	Subtotal 118		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
90.	Still the butterflies crowded around him.		
91.	Tears ran down the giant's bright red face.		
92.	"Anything!" he whispered.		
93.	"I promise anything!		
94.	Just put them back in your bag."		
95.	"Will you go away?" said the stranger.		
96.	"And will you stay away forever?"		
97.	Now the giant was on his back, helplessly kicking his heels in the air.		
98.	"Yes, yes, yes, yes!" he gasped.		
99.	The stranger gave a shrill whistle.		
100.	The butterflies left the giant.		
101.	They flew up like a shower of sparks, then dropped neatly into the bag.		
102.	"Go!" said the stranger to the giant.		
103.	Brith lay still for a moment.		
104.	Then slowly he got to his hands and knees and crawled into the forest.		
105.	The stranger took a handful of butterflies out of the bag and tossed them into the air.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
106.	"I'll leave a few here," he said, "just in case you change your mind."		
107.	But the terrible Brith never did return.		
108.	The stranger went away whistling, and summer came to the town.		
109.	Flowers bloomed in window boxes.		
110.	Strawberries grew ripe in the sun.		
111.	Children splashed under the fountain and farmers made hay.		
112.	Where did Brith go?		
113.	The people never knew.		
114.	But to be perfectly sure, they kept a few butterflies in their gardens.		
115.	And even today, you will never find a giant in a town which has butterflies.		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
correct ________

116

Student Name ____________________

Book Level 27-28

Introductory Statement: This book is about a girl named Samantha who has a new teacher named Mrs. Primly. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Sam's Glasses

Meagan Basser

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	It was the last day before school began, and Samantha was feeling grouchy.		
2.	Tomorrow her class would have a new teacher, and Sam had a horrible feeling that it would be Mrs. Primly.		
3.	"Please, please," she said to herself, "not Mrs. Primly!		
4.	Everyone says she's strict and serious.		
5.	She probably won't let us have any fun at all."		
6.	At school the next morning, Sam found her new classroom, peeped in, and groaned.		
7.	There was Mrs. Primly, already writing notes on the board.		
8.	Then Sam saw that her best friend, Katy, was saving a seat for her.		
9.	Soon they were chatting excitedly about their vacations, and Sam was beginning to feel much happier.		
10.	Sam almost forgot about Mrs. Primly until she heard a stern voice saying, "You two girls don't seem to be able to pay attention.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
11.	Sam, please pick up your books and go and sit next to Philip Emery.		
12.	You and Katy will have plenty of time to talk after school."		
13.	Sam picked up her books, hunched her shoulders, and slouched to the back of the classroom.		
14.	Sitting next to Philip was bad enough, but now Sam had another problem; she couldn't read the board from so far away.		
15.	She asked Philip if she could see what he was writing, but Philip, who didn't like girls very much, covered his work so that Sam couldn't see it.		
16.	"Oh, please let me see," hissed Sam.		
17.	"No," smirked Philip. "Do your own work."		
18.	Finally Sam had to admit to Mrs. Primly that she couldn't see the board.		
19.	"Can you see, Philip?" asked Mrs. Primly.		
20.	"Perfectly," replied Philip smugly.		
21.	"May I suggest that you have your eyes tested, Sam?		
22.	I'll write to your parents explaining that you can't see the board.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
23.	For now, I think you should sit next to me," said Mrs. Primly.		
24.	Sam felt terrible.		
25.	"I don't need glasses," she kept thinking.		
26.	"Well, I hope I don't.		
27.	They'll make me look stupid and ugly."		
28.	That afternoon, Sam told her parents about her first day back at school.		
29.	"It was awful!" she said.		
30.	"My new teacher is Mrs. Primly and I just know that she doesn't like me at all.		
31.	She's already written you a note saying that I need glasses.		
32.	She made me sit at the back of the room.		
33.	Then I couldn't read the board because she has tiny writing, and she doesn't press on the chalk hard enough."		
34.	"Well, Sam," laughed her father.		
35.	"Mrs. Primly sounds very sensible to me.		
36.	And we can soon find out whether or not you need glasses.		
37.	We'll make an appointment with my optometrist and she can decide."		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
38. Sam didn't like going to school the next morning, but she came home feeling very excited.		
39. "We've been reading Cinderella, and Mrs. Primly thinks that our class should make the story into a play!" she said.		
40. "All the other classes and the parents will be invited to watch!"		
41. "Perhaps Mrs. Primly isn't so bad after all," smiled her mother.		
42. "By the way, Sam, we've made your appointment with the optometrist for tomorrow after school."		
43. "Oh no!" said Sam.		
44. "Can't it wait until after Friday?		
45. That's when Mrs. Primly's holding the auditions.		
46. If I have to wear glasses I'll never be chosen to play Cinderella.		
47. I'll probably have to be an ugly sister instead."		
48. The next day Sam and her father went to the optometrist, who asked Sam to read a chart of letters on the wall.		
49. Sam could only read the first four lines.		
Subtotal		

120

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
50. Then the optometrist put a machine in front of Sam's eyes and asked her to read the chart again.		
51. She tried different lenses in the machine, and soon Sam could read the whole chart.		
52. "Well, Sam," the optometrist said.		
53. "There's nothing seriously wrong with your eyes, but you are near-sighted.		
54. That means you have trouble seeing things that are very far away.		
55. If you'd like to choose some frames that you like, we can have your glasses ready in an hour."		
56. Sam's heart sank.		
57. "Cheer up, Sam," said the optometrist.		
58. "You'll be amazed how quickly you get used to them."		
59. Sam's father helped her choose a pair of bright blue frames.		
60. Then they read magazines together while they waited for Sam's lenses to be fitted.		
61. After a while the optometrist called, "Your glasses are ready, Sam."		
62. Then she made sure that they fitted properly.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
63. They felt funny on Sam's ears and nose, but she had to admit that they didn't look too bad.		
64. The next morning, Sam's mother had to call her five times before she'd get up.		
65. "I don't feel very well.		
66. I think I should stay home today.		
67. I have a pain right here," she mumbled, pointing to her stomach.		
68. "Well, come down to breakfast and then see how you feel," said her mother.		
69. When Sam had eaten three pieces of toast and a bowl of cereal, her mother said, "Sam, are you really sick?		
70. I think that you don't want to go to school because you have to wear your new glasses."		
71. "Do I have to wear them?" pleaded Sam.		
72. "All my friends are going to laugh at me."		
73. "Yes, you do.		
74. Hurry up, and I'll drive you to school.		
75. You're running late," said her mother, smiling.		
Subtotal		

122

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
76. When Sam walked into the classroom, Philip Emery whistled at her.		
77. Mrs. Primly said, "Philip, don't be so rude!		
78. Sam, your new glasses are very becoming.		
79. If you promise to be quiet you may sit near the back with Katy.		
80. Philip, you can sit next to me until you learn better manners."		
81. Sam enjoyed the rest of her day.		
82. She made certain that Mrs. Primly didn't get angry with her for talking too much.		
83. And she could see the board easily.		
84. At the end of the day, Sam rushed home to rehearse for the audition.		
85. She didn't think she'd be able to get the part of Cinderella, but perhaps Mrs. Primly would choose her as the fairy godmother.		
86. Next morning Sam was very nervous.		
87. She'd carefully learned all her lines, but that wasn't the same as reciting them in front of the whole class — including Philip.		
88. Sam was the last to audition.		
89. She tried to speak slowly and clearly.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
90.	Then, when she'd finished, she sat down with the other children to wait for Mrs. Primly's decision.		
91.	One by one, Mrs. Primily read the names of the characters in the play and announced who would be playing each part.		
92.	Sam breathed a sigh of relief as three other girls were given the parts of the ugly sisters, and she tried not to be too disappointed when Katy was named as the fairy godmother.		
93.	Soon there were only two more parts to be announced.		
94.	"I'm sure you'll all want to know who has been selected to play the parts of Prince Charming and Cinderella," said Mrs. Primly.		
95.	"I have chosen Philip Emery to be Prince Charming — he read very well."		
96.	"Yuk!" thought Sam.		
97.	"And Sam, you'll be Cinderella."		
98.	"But...I...but you know that I can't see very well without my glasses.		
99.	I'll have to wear them during the play.		
100.	"Of course, Sam," replied Mrs. Primly, laughing.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
101. "I can see no reason why Cinderella wouldn't wear glasses if she couldn't see very well."		
102. Everybody agreed that the play was a huge success.		
103. Sam had learned her part perfectly — and she didn't even mind when Philip Emery kissed her on the hand.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level 27-28

Introductory Statement: Dragon has a birthday but is terribly disappointed when he is unable to get balloons he's been saving for. Read this story the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Dragon's Birthday

Margaret Mahy

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	The dragon was looking forward to his birthday.		
2.	He would be a thousand years old.		
3.	He said to himself, "When I am a thousand years old, I will buy a thousand balloons.		
4.	I will blow them all up.		
5.	I will dance in the air with a thousand balloons all around me."		
6.	The night before his birthday, the dragon counted his gold.		
7.	"Just enough for a thousand balloons," he said to himself, and he set off happily for his midnight swim.		
8.	Alas!		
9.	While he was down on the beach, a robber crept into the cave.		
10.	All the gold was stolen.		
11.	The dragon came back and cried a thousand tears.		
12.	The next morning, a boy named Richard said to his sister, Claire, "Today's the dragon's birthday."		
13.	"Everyone knows that," said Claire.		
14.	"Poor dragon.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
15.	No one is brave enough to go up to his cave and say happy birthday."		
16.	"Perhaps we could go," said Richard.		
17.	"It's too dangerous," said their mother.		
18.	"He might frizzle you up."		
19.	"I've got an idea," said Claire.		
20.	"We'll dress up like a dragon."		
21.	"With the dragon mask and the old red and green curtains!" said Richard.		
22.	"We'll get Henry and Hannah from next door, and Billy from down the road.		
23.	Then we'll go up the hill and wish the dragon a very happy birthday."		
24.	"We'll be quite safe," said Claire.		
25.	"A dragon wouldn't frizzle another friendly dragon."		
26.	"I'll bake him a cake," said their mother.		
27.	"A thousand-year-old dragon deserves a treat."		
28.	Late that morning, the robber was coming down the road with the jar of stolen gold.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
29.	At the same time, Richard and Claire, Henry and Hannah, and Billy were going up the road wearing their dragon costume.		
30.	They looked very dragonish, except for their feet, which were in shoes and socks.		
31.	Around the corner they went.		
32.	There, suddenly, they bumped into the robber.		
33.	"It's a dragon!" screamed the robber in a guilty voice.		
34.	"Help!		
35.	Help!		
36.	All is discovered!		
37.	The dragons are after me!"		
38.	He was too terrified to notice the pairs of shoes.		
39.	He dropped the jar of stolen gold and ran away as fast as he could.		
40.	"What was that?" said Richard, who was halfway down the dragon.		
41.	"I thought I heard someone shouting."		
42.	Billy, who wearing the mask, said, "I don't know.		
43.	The mask slipped down.		
44.	I couldn't see."		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
45. He put the mask on straight.		
46. "Gold!" he cried.		
47. "There's a jar of gold spilled on the road!"		
48. Hannah came out from the tail of the dragon.		
49. "It is gold," she said.		
50. "We've got a cake for the dragon.		
51. Now we can buy a present, too!"		
52. "What shall we get him?" said Claire.		
53. Henry looked out from under a curtain.		
54. "Let's visit the balloon shop.		
55. Maybe we'll get some good ideas in there."		
56. That afternoon, the dragon sat outside his cave weeping another thousand tears.		
57. "I am a thousand years old today," he sobbed, "and all my gold is stolen.		
58. No gold.		
59. No balloons.		
60. I will have to save for another thousand years.		
61. What a long time to wait for birthday balloons!"		
62. "Happy birthday!" called a voice.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
63.	Coming up the path was a very funny dragon.		
64.	It was wearing shoes and socks.		
65.	It bounced and floated on the path — and no wonder!		
66.	It had a thousand balloons tied to its tail.		
67.	The dragon gasped.		
68.	He saw red balloons, blue balloons, green balloons and gold balloons, yellow-as-sunshine balloons, orange-as-sunset balloons, long balloons, strong balloons, curly balloons, twirly balloons.		
69.	He could not believe his dragonish eyes.		
70.	"Someone has remembered my birthday!" he cried.		
71.	"Oh happy hour!		
72.	Oh happy balloons!		
73.	Oh happy, happy birthday!"		
74.	When Richard and Claire got home their mother said, "Did the dragon enjoy his cake?"		
75.	"He loved it," said Claire.		
76.	"He ate it in one mouthful, candles and all."		
77.	"Look!" Richard pointed up into the sky.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
78. There, far up in the blue air, the dragon flew, dancing and spinning on shining wings.		
79. Around him, dancing and spinning, flew a thousand balloons, all the colors of the world.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level ________29-30________

Introductory Statement: This is a story about a trip a little girl takes with her aunt. She tells of all the things just the two of them do before and during the trip. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

	Just Us Women *Jeannette Caines*	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
1.	Saturday morning is jump-off time.		
2.	Aunt Martha and I are going to drive all the way to North Carolina in her new car.		
3.	Aunt Martha says, "No boys and no men, just us women."		
4.	We made our list last week and double-checked it every night.		
5.	Aunt Martha forgets things, so I'm her reminder.		
6.	She picked up two road maps just in case.		
7.	Last year she forgot the maps and our lunch on the kitchen table.		
8.	I saved two shoe boxes to pack our lunch in.		
9.	One for fried chicken and bread and one for cake and napkins.		
10.	We're going to wrap our food in waxed paper like Aunt Martha did when she was little.		
11.	We'll stop at all the roadside markets and buy all the junk we like.		
12.	And there won't be anybody saying, "We can't stop, we got to make it there before suppertime," or "Oh no!		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
13. We're not stopping again!"		
14. If it rains we'll get out of the car and walk.		
15. We'll say we walked in the rain in New Jersey or Pennsylvania.		
16. Last year we walked in Delaware and Maryland.		
17. We'll mosey down the back roads and talk to the farmers and buy their fruits.		
18. And if the peaches are ripe we might get a bushel and eat peaches from Virginia to North Carolina.		
19. We'll stop and take pictures in front of all the famous statues, and when our chicken runs out, we'll stop at a fancy restaurant.		
20. Aunt Martha says when it's warm and wet the mushrooms are just right, but we have to be careful not to pick the poisonous ones.		
21. We'll eat a mushroom omelette for dinner, with coffee and tea.		
22. We'll turn the day around and have our breakfast at night.		
23. When we arrive, they'll all be waiting at the front door, saying, "What took you so long?"		
24. We'll just tell them we had a lot of girl talk to do between the two of us.		
Subtotal		

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	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
25. No boys and no men — just us women.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ______________________

Book Level ______29-30______

Introductory Statement: This book is about a young man named Peter who has some good luck and some hard tasks to perform. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

The Golden Goose

Retold by Brenda Parkes

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
1. Once upon a time, near a huge forest, there lived a mother and her three sons.		
2. The two older sons went woodcutting every day, and they often boasted about their great strength and skill.		
3. But there was also a lot of hard work to be done at home: digging, planting, and caring for the animals.		
4. All this the older sons left to their young brother, Peter, and they often teased him as if his work were less important than theirs.		
5. But one morning Peter decided to start his chores very early.		
6. He finished all his work only a few moments after his brothers left for the forest.		
7. Then he said to his mother, "Today I shall go out woodcutting, too, and show that I can do it as well as my brothers."		
8. He was so determined that his mother agreed.		
9. "But what will you take with you to eat during the day?" she asked.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	**NO**
10. "Your brothers did not leave much food behind when they packed *their* lunches."		
11. "Bread and water will do well enough for me," said Peter, and he quickly packed a small bundle and set off.		
12. Before long all three brothers were at work in different parts of the forest.		
13. All morning, the eldest son chopped and chopped, and by lunchtime he was ready to rest and eat.		
14. But as he began his lunch, a little man appeared and spoke to him.		
15. "Please give me something to eat and drink," he said, "for I am hungry and thirsty."		
16. The eldest son had a huge piece of pie and a big bottle of apple juice, but he refused to share even a bit of his lunch.		
17. "I have worked hard and need all this for myself," he said scornfully.		
18. Then the little man went and made the same request of the second son, but he would not share his lunch either.		
19. "If I give any to you, I will not have enough for myself.		
20. Be off with you!" he said rudely.		
Subtotal		

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		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	**NO**
21.	When the two older brothers had finished eating they set back to work.		
22.	But, to their surprise, their axes immediately slipped from their hands — so that the heavy wooden handles fell with a thump on their feet.		
23.	Bruised and sore and bad tempered, they limped off home.		
24.	Meanwhile, Peter had been working with all his strength.		
25.	He had chopped and stacked a huge pile of logs, and although his muscles ached he was well pleased with his morning's work.		
26.	He too sat down to begin his lunch, and no sooner had he done so than the little man appeared once more.		
27.	"Please give me something to eat and drink, for I am hungry and thirsty," he said.		
28.	"Why certainly," replied Peter, "but it is only a simple meal of bread and water."		
29.	Yet when he opened his lunch, he saw with amazement that his simple meal had turned into a feast!		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
30.	When they had eaten, the little man rose to his feet, saying, "That was a fine meal you shared with me, my friend, and you shall be rewarded for your kindness.		
31.	If you follow the path that leads toward your cottage, you will come to an old tree that is bent and gnarled.		
32.	Cut it open and you will find something precious."		
33.	Peter set out along the path, and sure enough, before long he came to the old tree.		
34.	He swung his ax against the twisted trunk.		
35.	The wood gave way as if made of butter — and there, inside, he saw a goose with shining feathers of pure gold.		
36.	Picking it up and tucking it under his arm he hurried home, eager to tell his family all that had happened.		
37.	Yet when he ran into the house with the golden goose, his brothers pretended not to be impressed at all.		
38.	They were resentful that Peter had found such a good fortune, while all they'd brought home from their morning's work were aching feet!		
39.	But later that night they crept into Peter's bedroom, determined to take the wonderful bird for themselves.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
40.	"We'll sell this golden goose for a fortune," whispered one.		
41.	"And we'll never have to work hard again," said the other, bending down as he spoke to take the goose from its basket.		
42.	But no sooner had he touched just one golden feather than he found his hand stuck fast.		
43.	"What *are* you doing?" hissed his brother impatiently, and he reached out to pick the goose up for himself.		
44.	Yet as soon as he tried to push past, he found himself stuck fast to his brother!		
45.	"Let go of me!" he said angrily.		
46.	The brothers tugged and twisted, but no matter how hard they tried, they could find no way to get free.		
47.	And nor could their mother, when they called her to help.		
48.	When Peter was awakened by all the anxious whispering and scuffling, he found all three stuck fast — and his goose, not surprisingly, looking very alarmed.		
49.	"Please do something, Peter!" cried the mother.		
50.	"Your brothers have got themselves stuck to each other, *and* to this strange goose of yours, and now I'm stuck, too."		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
51.	But Peter, no matter how he tried, could do nothing to release them.		
52.	There they stayed for hours, waiting only for the sun to rise so that they could set off in search of someone who might help.		
53.	When morning finally came, down the stairs and out of the house they all went, with Peter and his goose leading the way, and the others helpless to do anything but follow.		
54.	They went past the forest, toward the town, and down the street to the bakery.		
55.	"Help!		
56.	Set me free!" shouted the mother.		
57.	The baker grabbed her and he, too, stuck fast.		
58.	Then on they all went still farther through the town, until they passed the butcher's shop, where the butcher was making sausages.		
59.	"Help!		
60.	Set me free!" yelled the baker.		
61.	The butcher grabbed him, and he stuck fast as well.		
62.	On and on they went, and whoever touched them on the way stuck fast, too.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
63.	On and on they all ran, until at the end of the town they reached the palace.		
64.	Now in this palace there lived a king and his daughter, who was known throughout the land as the Sad Princess.		
65.	The king had promised the princess' hand in marriage to any man, young or old, who could make her laugh — but nobody had even been able to make her smile.		
66.	Yet when the princess saw Peter, with the strange goose in his arms and all sorts of people tumbling along behind him, she threw back her head and laughed and laughed.		
67.	And as she laughed, the butcher and the baker and all the rest fell free, leaving Peter face to face with the king.		
68.	The king was delighted to hear his daughter laugh, but he was not delighted at the thought of her marrying such an ordinary lad as this.		
69.	So instead of keeping his promise, he gave Peter his most regal look and commanded, "Before you may marry the princess, young man, you must find me a man who can drink all the apple cider in my cellar."		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
70.	Sadly thinking that no such man could possibly exist, Peter turned away to begin his journey home.		
71.	But before he had gone very far he met a man who said, "Please help me, for I have a terrible thirst.		
72.	I have drunk a well dry, but still my throat is parched."		
73.	Back they went to the palace, and soon all the cider barrels in the king's cellar were empty.		
74.	But instead of keeping his promise the king only said, "Humph!"		
75.	Then he set Peter another extraordinary task.		
76.	"Now," he commanded, "you must find me a man who can eat this mountain of bread."		
77.	Again Peter felt so disheartened that he began to make his way home.		
78.	But as he reached the forest he met a man who said, "Please help me.		
79.	I have eaten ten loaves of bread and I am still hungry."		
80.	So back they went to the palace, where the man ate the mountain of bread as quickly as you or I would eat a sandwich.		
81.	Yet the king still did not keep his promise.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
82.	"Now," he commanded, "You must find a ship that can sail on land and water, and fly through the air as well.		
83.	Then, and only then, may you marry my daughter."		
84.	Peter was almost in despair, but by now he had decided that he would not give up.		
85.	So he set off toward the forest again — and there, almost as if he had been waiting, was the little man who had shown him the way to the golden goose.		
86.	"Why do you look so sad?" he asked Peter.		
87.	"I have already given you such a ship as the king requires."		
88.	He pointed to the golden goose, and there, before their eyes, the bird was transformed into a beautiful ship: a ship with shimmering golden wings and glistening golden sails.		
89.	Standing proudly in the bow, Peter sailed back to the palace.		
90.	And this time, at last, the king kept his promise.		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
14 # correct ________

Student Name ______________________

Book Level ______29-30______

Introductory Statement: This story is about two sisters Em and Kaye who go on a treasure hunt when they visit their Grandpa. Read it the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Treasure Hunting

Gwen Pascoe

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
1.	*When you were young and came to stay, we had a treasure hunt each day.*		
2.	*You're growing up, I'm growing old, so start, before the clues get cold.*		
3.	When Em and her older sister Kaye arrived at their Grandpa's for the weekend, they found a mysterious envelope on the mat.		
4.	It was addressed to *The Treasure Hunters*.		
5.	"That's us," said Em, and she pounced on it and read the rhyme on the yellow paper inside.		
6.	"Is that all?" asked Kaye.		
7.	Em looked again.		
8.	"The front door key's here, and there's another rhyme		
9.	Listen."		
10.	*Miss Johnson at the General Store can tell you what you're looking for.*		
11.	*But if you want a lot of fun, you'll find the trail has just begun.*		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
12.	*P.S. See you soon.*		
13.	"Oh, Kaye, let's follow the trail," said Em.		
14.	"Let's at least put our bags inside first," said Kaye.		
15.	Em opened the door and breathed in deeply.		
16.	"Mmmm, I love the smell of Grandpa's house: old books, and extra-strong peppermints.		
17.	It reminds me of other great treasure hunts we've had at Grandpa's.		
18.	Come on, Kaye.		
19.	Help me look for a clue."		
20.	"Well, all right.		
21.	But first I need a drink."		
22.	A moment later she called to Em.		
23.	"There's something yellow in the ice."		
24.	Em was excited.		
25.	"You've found the trail without even trying.		
26.	Remember, *Start before the clues get cold."*		
27.	*Look for the next, where the dark king reigns, and he'll reward you for your pains!*		
28.	They melted the ice, and Em frowned as she read the clue.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
29.	"*The dark king*... who's the dark king?		
30.	Not many countries have kings nowadays, but let's try the atlas."		
31.	"How about a king-sized sandwich for lunch," Kaye suggested.		
32.	They munched away while Em searched the pages.		
33.	"There's nothing there," said Em finally, sounding disappointed.		
34.	The adventure seemed to be finishing before it began.		
35.	While Em searched encyclopedias for the dark king, Kaye wondered about Grandpa.		
36.	It was true; he *was* growing old.		
37.	Their dad had wanted him to come and live with them in the city but Grandpa said he liked where he was, where he could see a few trees.		
38.	She wondered, too, if she was getting too grown up for treasure hunts.		
39.	But she didn't want to spoil Em's enjoyment.		
40.	Instead she began to browse through some shelves, while Em still searched in atlases and encyclopedias for the *dark king*.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
41. "Want a game of something later, Em?		
42. Maybe checkers?		
43. The chess set's here, too, but I don't know how to play."		
44. "Grandpa started to teach me last year," said Em.		
45. "I think I can remember...		
46. There are knights, queens, kings..." Em stopped.		
47. She grabbed the chess box and pieces tumbled out.		
48. "The black king — I bet that's the dark king in Grandpa's clue."		
49. She was right.		
50. There, folded inside the chessboard, was a piece of paper.		
51. *Scramble up, toward the west, to find the next clue in your quest.*		
52. Soon Em and Kaye were bent over one of their grandpa's maps, seeing what lay to the west of the house.		
53. "I bet it's the observation tower on Rick's Peak," said Em.		
54. "You know Grandpa loves taking us there every time we come to stay."		
55. Kaye agreed.		
56. She was starting to get caught up in the excitement of the treasure hunt.		
Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
57. They packed their backpacks, as Grandpa had taught them to do, and set off up the hillside.		
58. "We made it," puffed Em, when the tower was finally in sight.		
59. "This is fun, isn't it!"		
60. Kaye nodded her head and grinned.		
61. "Yes, it is.		
62. Perhaps I'm not as grown up as I thought I was."		
63. They pushed on to the top of the peak, where the tower stood in the clear sunlight.		
64. Em dropped her pack and scampered up the steps.		
65. Kaye followed more slowly, keeping her eyes open for the next clue.		
66. That was how she found the small piece of yellow paper.		
67. The paper was damp, and it fell apart as she unrolled it, but Em carefully pieced it together and they read: *To find the way your Grandpa went, keep on — you mustn't lose the scent.*		
68. They looked out across the valley.		
69. Below them, on the small road that curved down the hill, they could see the roof of the general store.		
70. "That's it," shouted Em.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
71.	"Remember Grandpa's other note.		
72.	I bet Miss Johnson's in this, too."		
73.	"Probably the whole valley knows about it," said Kaye.		
74.	"You know how Grandpa likes to involve everyone."		
75.	Em was impatient to begin.		
76.	"Let's go down to the store and find out."		
77.	They set off down the hill, following the curves of the road.		
78.	It was certainly easier going down than up.		
79.	Soon they were at the store.		
80.	Em always liked it in there and she took her time looking over the well-stocked shelves and counters.		
81.	Then a familiar blue and silver wrapper caught her eye.		
82.	"Let's get some peppermints for Grandpa," she said.		
83.	"These are the ones he likes best — I can even recognize the smell!"		
84.	Then she stopped and stared.		
85.	Tucked down in the box of peppermints was another piece of paper!		
86.	The smell of extra-strong peppermints must have been the *scent* in Grandpa's clue.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
87.	"That one turned out to be easy," grinned Kaye.		
88.	"Now, what next?"		
89.	*Congratulations!*		
90.	*You're on course.*		
91.	*Meet me at two at the Iron Horse.*		
92.	Suddenly, Kaye was almost jumping up and down with excitement.		
93.	For the first time she thought that she knew what one of Grandpa's clues meant.		
94.	"Em, I've got it!		
95.	I know what that is!		
96.	*Iron Horse* is an old name for a train!		
97.	We have to meet Grandpa at the station."		
98.	They were only just in time.		
99.	"Here it comes!" shouted Em.		
100.	"And there's Grandpa — and Dad!		
101.	What's he doing here?"		
102.	"Hello, you two," said Grandpa, hugging Em and Kaye.		
103.	"I hope you've been enjoying yourselves!"		
104.	"Yes we have," said Kaye, "although I did wonder when you were going to turn up."		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
105.	"Grandpa called me from town this morning," said Dad.		
106.	"He'd been busy signing up to do a computer course."		
107.	"So I'm going to come and stay with you for a while," said Grandpa, "where I'm close to school — and there's a computer for me to use in the evenings."		
108.	"Great!" said Em and Kaye together.		
109.	Grandpa grinned back.		
110.	"I'm glad you approve," he smiled.		
111.	"I wasn't sure you would, so I made up one last clue just in case."		
112.	*Perhaps you think I've had my day.*		
113.	*Well, I've a little more to say!*		
114.	Then Grandpa chuckled.		
115.	"Come on, now, let's go home so that I can start packing."		
	Subtotal		
	Total Score =	1	2
	Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Student Name ____________________

Book Level 31-32

Introductory Statement: This book tells a story about a girl and her favorite uncle — Uncle Jed. Uncle Jed wanted a barbershop. Read this story the way you would read it to a friend. Note: If the child chooses to look at the pictures, repeat the introductory statement.

Uncle Jed's Barbershop

Margaret King Mitchell

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
1. Jedediah Johnson was my granddaddy's brother.		
2. Everybody has their favorite relative.		
3. Well, Uncle Jedediah was mine.		
4. He used to come by our house every Wednesday night with his clippers.		
5. He was the only black barber in the county.		
6. Daddy said that before Uncle Jed started cutting hair, he and Granddaddy used to have to go thirty miles to get a haircut.		
7. After Uncle Jed cut my daddy's hair, he lathered a short brush with soap and spread it over my daddy's face and shaved him.		
8. Then he started over on my granddaddy.		
9. I always asked Uncle Jed to cut my hair, but Mama wouldn't let him.		
10. So he would run the clippers on the back of my neck and just pretend to cut my hair.		
11. He even spread lotion on my neck.		
12. I would smell wonderful all day.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
13.	When he was done, he would pick me up and sit me in his lap and tell me about the barbershop he was going to open one day and about all the fancy equipment that would be in it.		
14.	The sinks would be so shiny they sparkled, the floors so clean you could see yourself.		
15.	He was going to have four barber chairs.		
16.	And outside was going to be a big, tall, red-and-white barber pole.		
17.	He told me he was saving up for it.		
18.	He had been saying the same things for years.		
19.	Nobody believed him.		
20.	People didn't have dreams like that in those days.		
21.	We lived in the South.		
22.	Most people were poor.		
23.	My daddy owned a few acres of land and so did a few others.		
24.	But most people were sharecroppers.		
25.	That meant they lived in a shack and worked somebody else's land in exchange for a share of the crop.		
26.	When I was five years old, I got sick.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
27.	This particular morning, I didn't come into the kitchen while Mama was fixing breakfast.		
28.	Mama and Daddy couldn't wake me up.		
29.	My nightgown and the bedclothes were all wet where I had sweated.		
30.	Mama wrapped me in a blanket while Daddy went outside and hitched the horse to the wagon.		
31.	We had to travel about twenty miles into town to the hospital.		
32.	It was midday when we got there.		
33.	We had to go to the colored waiting room.		
34.	In those days, they kept blacks and whites separate.		
35.	There were separate public rest rooms, separate water fountains, separate schools.		
36.	It was called segregation.		
37.	So in the hospital, we had to go to the colored waiting room.		
38.	Even though I was unconscious, the doctors wouldn't look at me until they had finished with all the white patients.		
39.	When the doctors did examine me, they told my daddy that I needed an operation and that it would cost three hundred dollars.		
	Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
40.	Three hundred dollars was a lot of money in those days.		
41.	My daddy didn't have that kind of money.		
42.	And the doctors wouldn't do the operation until they had the money.		
43.	My mama bundled me back up in the blanket and they took me home.		
44.	Mama held me in her arms all night.		
45.	She kept me alive until Daddy found Uncle Jed.		
46.	He found him early the next morning in the next county on his way to cut somebody's hair.		
47.	Daddy told him about me.		
48.	Uncle Jed leaned on his bent cane and stared straight ahead.		
49.	He told Daddy that the money didn't matter.		
50.	He couldn't let anything happen to his Sarah Jean.		
51.	Well, I had the operation.		
52.	For a long time after that, Uncle Jed came by the house every day to see how I was doing.		
53.	I know that three hundred dollars delayed him from opening the barbershop.		
	Subtotal		

BEST COPY AVAILABLE

155

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
54. Uncle Jed came awfully close to opening his shop a few years after my operation.		
55. He had saved enough money to buy the land and build the building.		
56. But he still needed money for the equipment.		
57. Anyway, Uncle Jed had come by the house.		
58. We had just finished supper when there was a knock on the door.		
59. It was Mr. Ernest Walters, a friend of Uncle Jed's.		
60. He had come by to tell Uncle Jed about the bank failing.		
61. That was where Mr. Walters and Uncle Jed had their money.		
62. Uncle Jed had over three thousand dollars in the bank, and it was gone.		
63. Uncle Jed just stood there a long time before he said anything.		
64. Then he told Mr. Walters that even though he was disappointed, he would just have to start all over again.		
65. Talk about some hard times.		
66. That was the beginning of the Great Depression.		
67. Nobody had much money.		
Subtotal		

		Oral Reading Strategies Does the sentence maintain the meaning of the story?	
		YES	NO
68.	But Uncle Jed kept going around to his customers cutting their hair, even though they couldn't pay him.		
69.	His customers shared with him whatever they had — a hot meal, fresh eggs, vegetables from the garden.		
70.	And when they were able to pay again, they did.		
71.	And Uncle Jed started saving all over again.		
72.	Ol' Uncle Jed finally got his barbershop.		
73.	He opened it on his seventy-ninth birthday.		
74.	It had everything, just like he said it would — big comfortable chairs, four cutting stations.		
75.	You name it!		
76.	The floors were so clean, they sparkled.		
77.	On opening day, people came from all over the county.		
78.	They were Ol' Uncle Jed's customers.		
79.	He had walked to see them for so many years.		
80.	That day they all came to him.		
81.	I believe he cut hair all night and all the next day and the next night and the day after that!		
82.	That man was so glad to have that shop, he didn't need any sleep.		
	Subtotal		

	Oral Reading Strategies Does the sentence maintain the meaning of the story?	
	YES	NO
83. Of course, I was there, too.		
84. I wouldn't have missed it for the world.		
85. When I sat in one of the big barber chairs, Uncle Jed patted the back of my neck with lotion like he always did.		
86. Then he twirled me round and round in the barber chair.		
87. Uncle Jed died not long after that, and I think he died a happy man.		
88. You see, he made his dream come true even when nobody else believed in it.		
89. He taught me to dream, too.		
Subtotal		
Total Score =	1	2
Passage Comprehension Score	%	

Code:
Passage Comprehension
Score = % yes

# possible ________
# correct ________

Grades K – 2 Literacy Assessment
Reading Continuum Summative Profile

READING C

Kindergarten

First Grade

BOOK AND PRINT AWARENESS

Kindergarten

- ☐ Knows parts of books and functions of each part.
- ☐ Demonstrates understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
- ☐ Demonstrates understanding of letters, words, and story.

PHONEMIC AWARENESS

Kindergarten

- ☐ Demonstrates understanding that spoken language is a sequence of identifiable speech sounds.
- ☐ Demonstrates understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).

First Grade

- ☐ Can blend the phonemes of one-syllable words.
- ☐ Can segment the phonemes of one-syllable words.
- ☐ Can count the syllables in a word.
- ☐ Can change beginning, middle, and ending sounds to produce ne words.

DECODING AND WORD RECOGNITION

Kindergarten

- ☐ Recognizes and names upper and lower case letters of the alphabet.
- ☐ Recognizes some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
- ☐ Recognizes most beginning consonant letter-sound associations in one-syllable words.

First Grade

- ☐ Uses phonics knowledge of sound-letter relationships to deco regular one-syllable words when reading words and text.
- ☐ Recognizes many high frequency and/or common irregularly spell words in text (e.g., have, said, where, two).
- ☐ Reads aloud with fluency and comprehension any text that appropriately designed for the first half of grade one.
- ☐ Uses pronunciations, sentence meaning, story meaning, and synt to confirm accurate decoding or to self-correct errors.

LANGUAGE COMPREHEN

Kindergarten

- ☐ Uses new vocabulary and language in own speech.
- ☐ Understands and follows oral/graphic directions.
- ☐ Demonstrates sense of story (e.g., beginning, middle, end, characters, details).
- ☐ Connects information and events in text to experience.
- ☐ Demonstrates familiarity with a variety of types of books and selections.
- ☐ Reads or begins to read.

First Grade

- ☐ Reads and comprehends both narrative and expository te appropriate for grade one.
- ☐ Self-monitors in decoding, comprehending, and composing text using one or two strategies.
- ☐ Elaborates on how information and events connect to experiences.
- ☐ Reads and understands simple written instructions.
- ☐ Predicts and explains what will happen next in stories.
- ☐ Discusses and explains responses to how, why, and wha questions in sharing narrative and expository text.
- ☐ Retells new information in own words.
- ☐ Understands the concept of a sentence.
- ☐ Responds and elaborates in answering what, when, where, a how questions.
- ☐ Uses new vocabulary and language in both speech and writin
- ☐ Demonstrates familiarity with a variety of types of text (e. storybooks, poems, newspapers, telephone books, and everyc print such as signs, notices, labels).

STAGES

EMERGENT
Book Levels 1–4

DEVELOPING
Book Levels 5–15

UDENT: ______________________________ SCHOOL SYSTEM: ______________________________

ections: Check the competencies the child exhibits in reading at the present time. The stages of reading and writing are derived from the *North Carolina* *ide Level Competencies.* Check the stages at the beginning and end of the school year and mark the line on the continuum. Date each rating.

ETENCIES

Second Grade

Uses phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multisyllable words when reading text.

Accurately reads most high frequency and many irregularly spelled words in text.

Reads aloud with fluency and comprehension any text appropriate for the first half of grade two.

Third Grade

AND RESPONSE TO TEXT

Reads and comprehends both narrative and expository text that is appropriate for grade two.

Self-monitors own difficulties in decoding, comprehending, and composing text by using several strategies.

Interprets information from diagrams, charts, and maps.

Recalls facts and details from text.

Reads expository materials for answers to specific questions.

Discusses similarities and differences in events and characters across stories.

Connects and compares information across expository selections to experience and knowledge.

Poses possible how, why, and what-if questions to understand and/or interpret text.

Explains and describes new concepts and information in own words.

Understands the following parts of the sentence: subject, predicate, modifier.

Uses text for a variety of functions, including literary, informational, and practical.

- ☐ Discriminates between cause and effect relationships and fact and opinion.
- ☐ Summarizes and records information. Notes and charts detail.
- ☐ Supports ideas by reference to evidence presented in texts.
- ☐ Compares and contrasts poems, informational selections, or other literary selections.
- ☐ Distinguishes between fact and opinion.
- ☐ Reads literary, informational, and practical materials for a variety of purposes.
- ☐ Uses multiple strategies to identify words, verify predictions, and clarify meaning: analogy, chunking, rereading, and reading on.
- ☐ Focuses on detail to locate specific information and to clarify meaning.
- ☐ Checks for understanding by paraphrasing information from text.

READING

EARLY INDEPENDENT
Book Levels 16–24

INDEPENDENT
Book Levels 25–32

11-12-97

Grades K – 2 Literacy Assessment
Spelling and Writing Continuum
Summative Profile

STUDENT: ____________________ SCHOOL SYSTEM: ______________

Directions: Check the competencies the child exhibits in spelling and writing at the present time. The stages of spelling and writing are derived from the *North Carolina Grade Level Competencies*. Check the stages at the beginning and end of the school year and mark the line on the continuum. Date each rating.

SPELLING AND WRITING COMPETENCIES

Kindergarten

- ☐ Represents spoken language with temporary and/or conventional spelling.
- ☐ Demonstrates understanding of literary language (e.g., "once upon a time," variety of sentence patterns).
- ☐ Writes most letters of the alphabet.
- ☐ Writes and/or participates in writing behaviors.

First Grade

- ☐ Writes all upper and lower case letters of alphabet.
- ☐ Uses phonics knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three- and four-letter words.
- ☐ Applies phonics to write independently, using temporary and/or conventional spelling.
- ☐ Uses basic punctuation and basic capitalization.
- ☐ Composes a variety of products (e.g., stories, journal entries, letters).

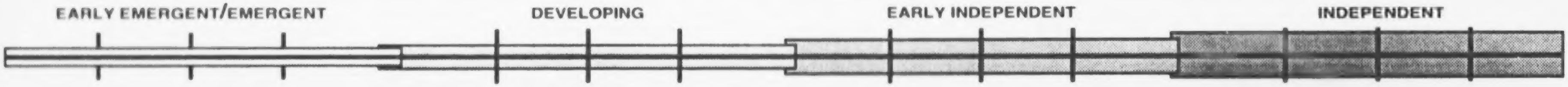
Second Grade

- ☐ Correctly spells, using previously studied words and spelling patterns in one's own writing.
- ☐ Represents with appropriate letters all the sounds of a word when writing.
- ☐ Begins to use formal language and/or literary language in place of oral language patterns, as appropriate.
- ☐ Plans and makes judgments about what to include in written products.
- ☐ With guided discussion, revises to clarify and refine writing.
- ☐ Given help with organization, writes structured, informative presentations and narratives.
- ☐ Attends to spelling, mechanics, and format for final products in one's own writing.

Third Grade

- ☐ Demonstrates and uses prewriting strategies (drawing, brainstorming, webbing, or storyboarding).
- ☐ Revises by adding and/or deleting for elaboration/clarification.
- ☐ Self-assesses own writing.
- ☐ Uses paragraphs to organize information.
- ☐ Uses concepts of order and time.
- ☐ Uses vocabulary, ideas, themes, and language structure from books in own writing.
- ☐ Writes a variety of literary, informational, and practical texts (fairy tale, poetry, recipes, news article, interviews, etc.).
- ☐ Writes to support ideas with reference to evidence presented in text.
- ☐ Demonstrates voice, sense of audience, purpose.

STAGES OF SPELLING AND WRITING



DOCUMENTATION

GRADE **TEACHER**	**GRADE** **TEACHER**	**GRADE** **TEACHER**	**GRADE** **TEACHER**
Date:	Date:	Date:	Date:
Score: Rubric Score:	Score: Rubric Score:	Score: Rubric Score:	Score: Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):	**Spelling Measure/Writing Sample (Title or Topic):**	**Spelling Measure/Writing Sample (Title or Topic):**	**Spelling Measure/Writing Sample (Title or Topic):**
Date:	Date:	Date:	Date:
Score: Rubric Score:	Score: Rubric Score:	Score: Rubric Score:	Score: Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):	**Spelling Measure/Writing Sample (Title or Topic):**	**Spelling Measure/Writing Sample (Title or Topic):**	**Spelling Measure/Writing Sample (Title or Topic):**
Date:	Date:	Date:	Date:
Score: Rubric Score:	Score: Rubric Score:	Score: Rubric Score:	Score: Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):	**Spelling Measure/Writing Sample (Title or Topic):**	**Spelling Measure/Writing Sample (Title or Topic):**	**Spelling Measure/Writing Sample (Title or Topic):**
Date:	Date:	Date:	Date:
Score: Rubric Score:	Score: Rubric Score:	Score: Rubric Score:	Score: Rubric Score:
Spelling Measure/Writing Sample (Title or Topic):	**Spelling Measure/Writing Sample (Title or Topic):**	**Spelling Measure/Writing Sample (Title or Topic):**	**Spelling Measure/Writing Sample (Title or Topic):**

READING DOCUMENTATION

EMERGENT	DEVELOPING	EARLY INDEPENDENT	INDEPENDENT
BOOK AND PRINT AWARENESS			
Gr. Teacher			
Measure			
Date Score			
Gr. Teacher			
Measure			
Date Score			
Gr. Teacher			
Measure			
Date Score			
Gr. Teacher			
Measure			
Date Score			
PHONEMIC AWARENESS			
Gr. Teacher	Gr. Teacher		
Measure	Measure		
Date Score	Date Score		
Gr. Teacher	Gr. Teacher		
Measure	Measure		
Date Score	Date Score		
Gr. Teacher	Gr. Teacher		
Measure	Measure		
Date Score	Date Score		
Gr. Teacher	Gr. Teacher		
Measure	Measure		
Date Score	Date Score		
DECODING AND WORD RECOGNITION			
Gr. Teacher	Gr. Teacher	Gr. Teacher	
Measure	Measure	Measure	
Date Score	Date Score	Date Score	
Gr. Teacher	Gr. Teacher	Gr. Teacher	
Measure	Measure	Measure	
Date Score	Date Score	Date Score	
Gr. Teacher	Gr. Teacher	Gr. Teacher	
Measure	Measure	Measure	
Date Score	Date Score	Date Score	
Gr. Teacher	Gr. Teacher	Gr. Teacher	
Measure	Measure	Measure	
Date Score	Date Score	Date Score	
LANGUAGE COMPREHENSION AND RESPONSE TO TEXT			
Gr. Teacher	Gr. Teacher	Gr. Teacher	Gr. Teacher
Measure	Measure	Measure	Measure
Date Score	Date Score	Date Score	Date Score
Gr. Teacher	Gr. Teacher	Gr. Teacher	Gr. Teacher
Measure	Measure	Measure	Measure
Date Score	Date Score	Date Score	Date Score
Gr. Teacher	Gr. Teacher	Gr. Teacher	Gr. Teacher
Measure	Measure	Measure	Measure
Date Score	Date Score	Date Score	Date Score
Gr. Teacher	Gr. Teacher	Gr. Teacher	Gr. Teacher
Measure	Measure	Measure	Measure
Date Score	Date Score	Date Score	Date Score

DATE	COMMENTS	TEACHER/PARENT SIGNATURE

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